



2005 • 2006

Professional Development Handbook: *A New Framework for Learning*





2005 • 2006

Professional Development Handbook: *A New Framework for Learning*





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July 2005

Dear Adult Educators:

I am pleased to announce the release of the 2005-2006 Professional Development Handbook, "A New Framework for Learning." The PD Partners designed the handbook as a reference guide to assist with your professional development planning. The handbook is revised and updated each year to complement Kentucky Adult Education's priorities.

The hallmark of professional development (PD) in Kentucky is a student outcome approach that will prepare practitioners to help students meet employment and continuing education goals. The deployment of the Individual Professional Development Plans (IPDP) emphasizes the importance of all program staff deepening their knowledge and understanding of what is taught, reflecting on their own practices, and continually striving to improve student learning.

Our vision is to continue to offer meaningful, research-based PD experiences that will result in improvements in student outcomes while continuing to advance instructional quality. The development of content standards and their alignment to the American Diploma Project and the statewide postsecondary placement policy will inform curricula, assessment, and instructional strategies.

The introduction of the online PD tracking system (PDtrack) provides program directors and instructors a platform for planning and accountability. The handbook, along with PDtrack, will help you plan meaningful PD experiences that are driven by program improvement needs.

Best wishes in your quest for excellence in professional development.

Respectfully,

Cheryl King
Vice President, Kentucky Adult Education
Council on Postsecondary Education



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TABLE OF CONTENTS

Background Information

How to Use This Handbook	9
What's New	9
PDtrack	10
Glossary of Terms for PDtrack System	11
What is an ePortfolio?	12

Planning for Professional Development

Criteria for Approving Professional Development Activities	15
Kentucky Adult Education's New Framework for Professional Development, 2005-06	16
Kentucky Adult Education Professional Development Components	21
Working Together for Continuous Improvement (chart)	23
Kentucky Adult Education System for Professional Development (chart)	24

Approved PD Activities

Year at a Glance, 2005-06	27
Specialty Tracks in Kentucky Adult Education	30
Approved PD Activities	36
Self-Directed Activities	97
Verizon Literacy Campus	98
Approved State and National Conferences	99

Appendix - Additional Resources

Frequently Asked Questions	103
NCSALL Study Circles:	
Training and Teaching Materials for Promoting Evidence-based Practice	106
Kentucky Adult Education's PD Partners	108
Professional Development Practitioners' Advisory Team (PDPAT)	112
Kentucky Program Director Standards	113
Kentucky Adult Education Instructor Standards	115
Kentucky Standards for Workplace Instructors	118



Notes...

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HOW TO USE THIS HANDBOOK

The Professional Development Handbook is intended as a helpful tool for Kentucky adult education program staff in planning effective professional development to meet rigorous program enrollment and performance goals.

This handbook includes information about professional development guidelines and best practices as well as schedules and descriptions of this year's professional development offerings.

Following are some tips for using the Handbook in a way that will maximize your program's success:

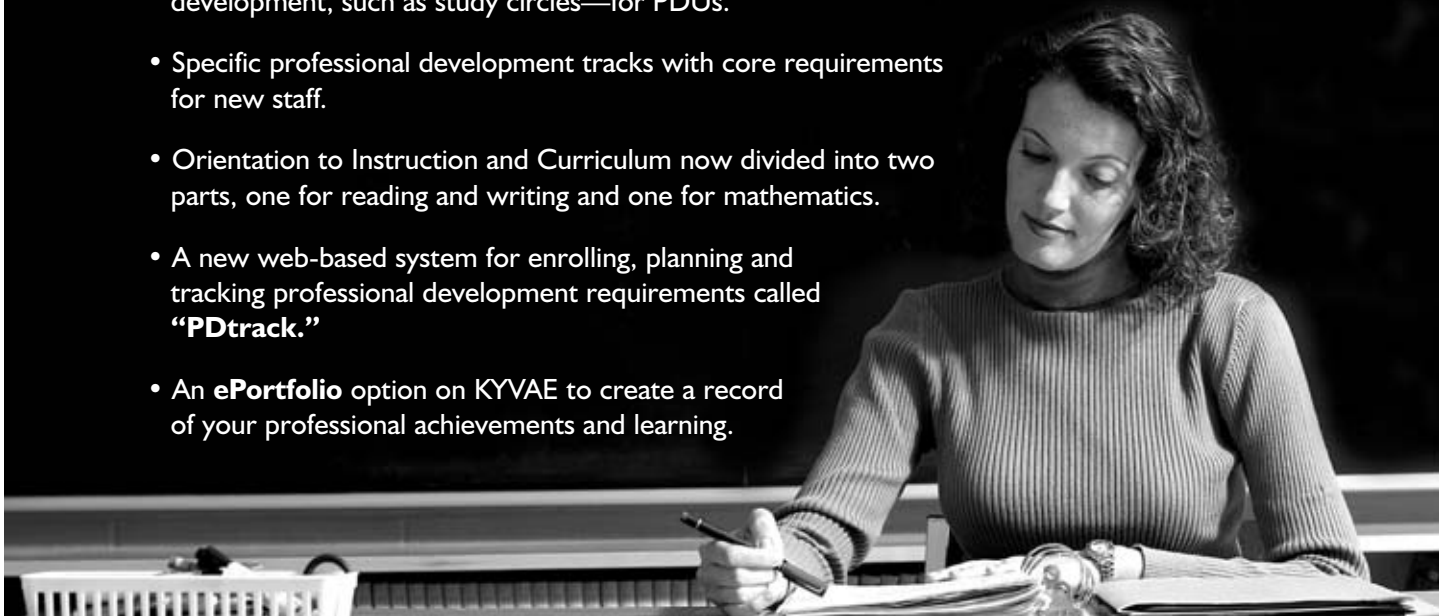
- After completing Individual Professional Development Plans (IPDPs), use the Handbook to match identified PD needs to PD offerings. Browse through the "Approved PD Activities" to get ideas.
- Once appropriate PD activities are selected to meet staff and program needs, use the Handbook to outline the PD calendar for the year and to identify the contact for registering.
- Keep the Handbook on the shelf throughout the year as a convenient reference on PD Requirements, standards, and answers to Frequently Asked Questions about KYAE Professional Development.

Remember, the Professional Development Calendar is updated throughout the year, so make it a habit to check www.kyvae.org on a regular basis. After September 2005, a new online resource called PDtrack will be the source for training schedules.

WHAT'S NEW?

This year will introduce a number of exciting changes to professional development for Kentucky Adult Education.

- A new credit system for professional development that assigns significant PD units, or **PDUs**, for *application* of new ideas and approaches in your programs.
- Increased flexibility to engage in self-directed activities and alternative modes of professional development, such as study circles—for PDUs.
- Specific professional development tracks with core requirements for new staff.
- Orientation to Instruction and Curriculum now divided into two parts, one for reading and writing and one for mathematics.
- A new web-based system for enrolling, planning and tracking professional development requirements called "**PDtrack**."
- An **ePortfolio** option on KYVAE to create a record of your professional achievements and learning.





PDtrack is a web-based management system built for tracking professional development linking AERIN staff information to professional development data. This new system is being designed specifically for Kentucky Adult Education and has the following features:

Catalog — Manages information related to learning opportunities, including online courses and face-to-face activities. Catalog capabilities allow providers to submit items for review, approval and publishing in the catalog for PDUs. Users can browse the catalog for the course they need and even see a graphical calendar display. A cart mechanism allows registrants to easily build a portfolio of items they are considering.

Registration — Enables users to register for items offered through the catalog, including the online courses via KYVAE. This will be a one-step registration process for multiple opportunities in a user's cart. Once you check out, you will get immediate confirmation that your registration was received. Closer to the date of the training, you will get a notice with more information about the event.

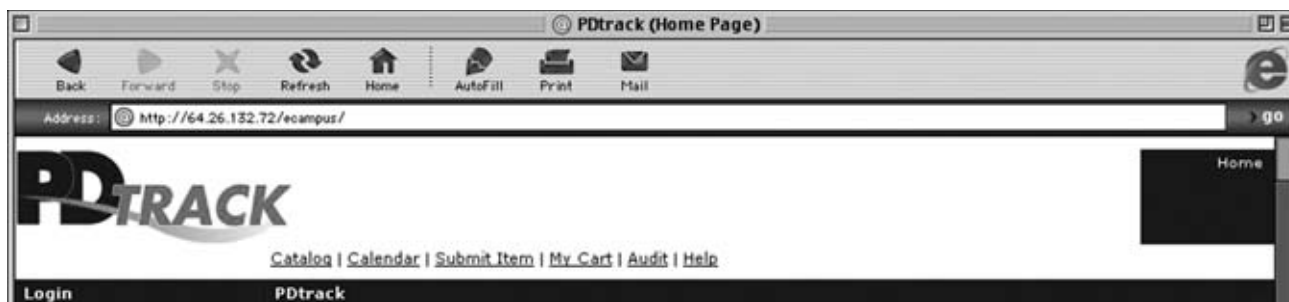
Audit — Allows users to access their own transcript listing all PD activities for the year and PDUs earned. It also provides a place where users can work on aligning their PD choices to PD requirements.

PD Planning — Allows users to build and submit IPDPs online to their supervisor for approval each year. Supervisors, in turn may review and approve or reject submitted PD plans. The processes are fully integrated with the catalog and audit feature to allow quick and easy IPDP development.

Reporting — Enables supervisors to access a PD Activity Report for their staff. The report will contain subtotals for every staff member showing the courses and the status of completion. Workshop facilitators will be able to access the class roster, sign in sheet, and certificates.

ePortfolio — Allows documentation of PD activities to be stored electronically through ePortfolio in www.kyvae.org.





GLOSSARY OF TERMS FOR PDtrack SYSTEM

PDtrack Catalog — Central repository of all learning and professional development opportunities. Each unique learning opportunity is referred to as a catalog item. Item types include: off-line event; on-line event; on-line course; self-directed study program (reading, writing, etc.)

Catalog Item — A specific learning opportunity within the catalog.

Calendar — A date-based graphical display of catalog items that have been configured to appear on the calendar.

Event — Any catalog item that is delivered at a specified time. These types of catalog items may be displayed in a graphical calendar view.

Cart — A temporary user-selected bundle of catalog items being considered for approval submission and/or registration and purchase.

Provider — The organization offering a catalog item.

Provider Rep — The person authorized by a Provider to submit items for inclusion, subject to the required approvals, in the catalog. Provider Reps can submit new items to be considered for addition to the catalog. The item may be local or statewide in accordance with the representative's provider.

Known Registrant — Known Registrants are active in KYAE's AERIN as a staff member and can register for catalog items for no fee.

Unknown Registrant — Unknown Registrants do not have an active AERIN account. They can register for items by paying a standard fee – or, if they work for a KYAE-funded learning center, then they need to make sure their staff profile information is entered in AERIN.

Supervisor — Local program directors who can access all the functions of a registrant identified in AERIN as in his/her learning center functions. They approve the PD plans submitted by their employees.

PD Advisor — A local staff person designated to serve as the PD contact who has the same rights in PDtrack as the supervisor and works closely with each PDtrack user to find the best PD activities to support program improvement.

Facilitator — Facilitators can access selected information about registrants as well as manage catalog items that they are associated with as the instructor.

Specialty Track — A program of study for a registrant that helps focus the year's PD planning: ABE/GED, ESL; Family Literacy; Math; Reading and Writing; and Workforce

Target Audience — The primary assignments listed in AERIN for a particular registrant will be utilized to warn him or her during the registration process whether or not the event promotes progress toward the PD plan established with and approved by his/her supervisor. The primary assignments in AERIN are: ABE/GED; Corrections; ESL; Family Literacy; Workforce; Reading/writing instructor; Mathematics instructor; Program Director; Instructional Assistant; and Data Entry Clerk

What is an ePortfolio?

A professional portfolio is a purposeful, meaningful collection of work representing critical thinking and reflection. The collection tells a story about the growth, achievements and progress of an educator over time and includes technologies that allow the portfolio developer to collect and organize artifacts in a digital format.

An electronic portfolio is an excellent way to:

- Provide a personal record of your skills and achievements over time
- Display your interests and expertise to others
- Create evidence of efforts and progress for professional development program requirements.

Many of the activities that take place in an educational setting require skills that are difficult to document. An electronic portfolio provides the perfect medium to document and accentuate your experience and talents.

When you log in at www.kyvae.org, you will see "portfolio" on the left navigation bar. To access the portfolio, just click and you will see this screen:

Home | ANGEL | Log Out

KY ePortfolio

My Info Artifacts History Blogs Objectives Publications

Tasks

- **Add an artifact**
Upload a document, image, movie, or any file to your ePortfolio
- **Create a publication**
Create a new 'slice' of your portfolio to share with others
- **Import an Artifact from ANGEL**
Import coursework from ANGEL to your ePortfolio

Help

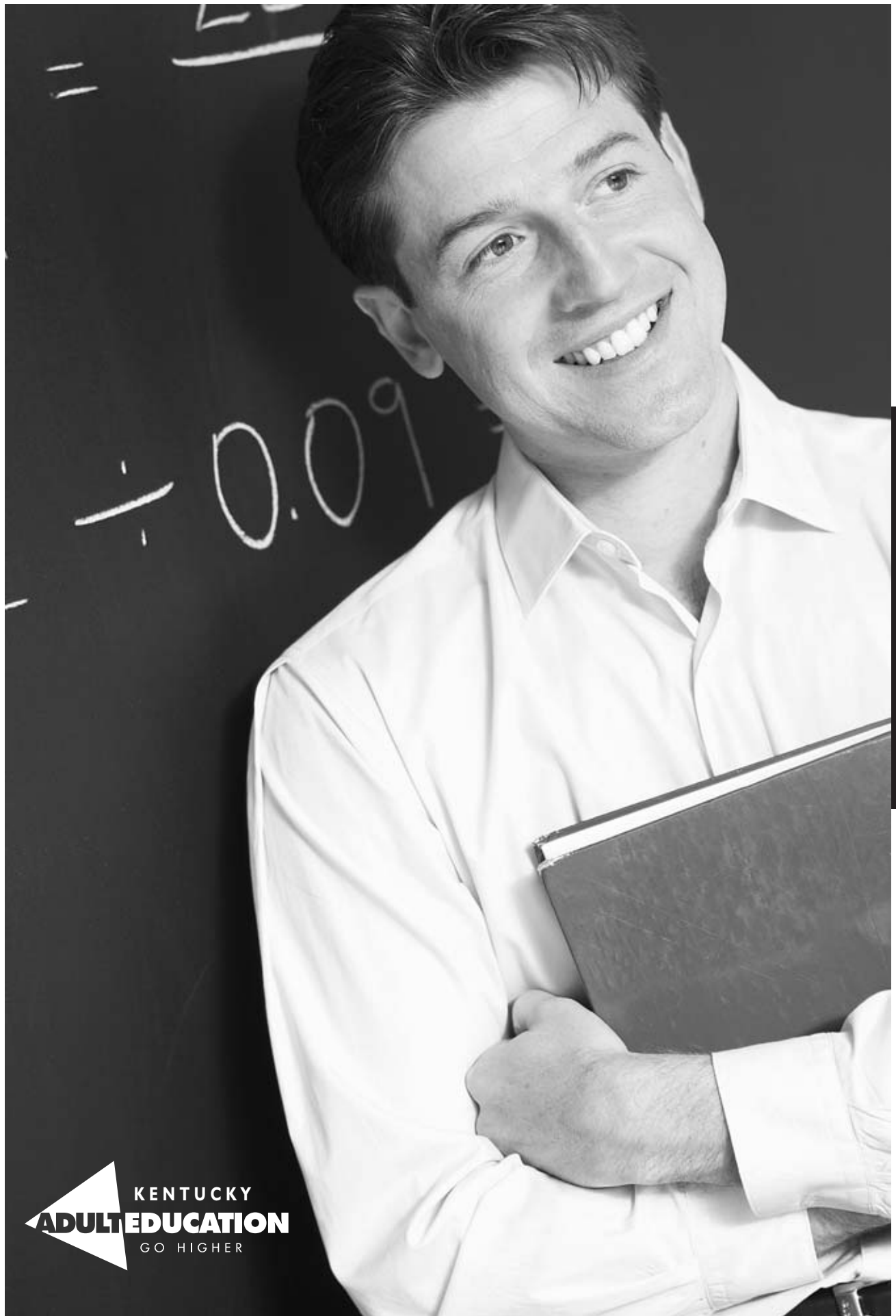
- What is an artifact?
- What makes a good artifact?
- What is a publication?
- How do I import an artifact from ANGEL?
- What can ePortfolio do for me?

What's New

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*Planning for
Professional Development*

CRITERIA FOR APPROVING PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development is defined in 704 KAE 3:035 Section (2) (10) as “those experiences which systematically over a sustained period of time, enable educators to acquire and apply knowledge, understanding, skills, and abilities to achieve personal, professional, and organizational goals and to facilitate the learning of students.”

According to research on professional development, helping teachers understand more deeply the content they teach and the ways students learn the content appears to be a vital dimension of effective professional development (Guskey, 2003).

Approving Local PD*

In order to have local professional development approved for credit, the activity must meet the following criteria and be a priority area for KYAE:

- Links with the statewide Adult Education Strategic Agenda (see priorities below)
- Results in improved practice
- Employs multiple methods of delivery, including technology, that recognize the diversity of all learners
- Is based on research in the process of teaching and learning, effective program management, and effective professional development strategies
- Is accessible and viewed as an integral part of practitioners' work
- Gives practitioners opportunities to explore, reflect, question, and debate
- Is based on instructor and administrative practitioner standards/competencies
- Builds leadership capabilities of program administrators
- Addresses the educational needs of learners, educators, communities, and the Commonwealth

KYAE PRIORITY AREAS FOR 2005-2006

- Teaching and learning strategies
- Teaching in a family literacy setting
- Quality assessment techniques, goal setting, and data analysis
- Technology and distance learning
- Transition to postsecondary education
- Workforce Education and WorkKeys Assessment
- ABE Content Standards
- Leadership and Program Improvement
- Teaching English as a Second Language



*Submit all local PD requests using the catalog submission form via PDtrack

NEW KYAE'S NEW FRAMEWORK FOR PROFESSIONAL DEVELOPMENT

Seeing a need for a professional development system that encourages adult educators to explore new learning in greater depth and to apply new strategies in the classroom so that adult learners achieve their goals, the professional development partners created a new framework for Kentucky's professional development system. Key features include:

- Providing a two-year sequence of essential courses for all new instructors and a two-year sequence for new program directors
- Awarding to experienced staff PDUs based on the depth of the professional development experience rather than hours of seat time
- Linking all courses to KYAE statewide initiatives
- Using state-level and local-level data to prioritize professional development
- Tracking professional development through PDtrack

NEW INSTRUCTORS AND PROGRAM DIRECTORS

The system recognizes that the needs of new and experienced adult educators are different. New staff need to be exposed to a core set of knowledge about adult learners, about curriculum and instruction in adult basic education, and about KYAE policies, procedures and expectations. To meet that need, a two-year program of essential courses is offered.

EXPERIENCED INSTRUCTORS AND PROGRAM DIRECTORS

The annual requirements are as follows:

- **Full-time:** Staff employed an average of 20 hours or more each week — 8 PDUs
- **Part-time:** Staff employed an average of 19.75 hours or less each week — 2 PDUs
- Less than 50 hours per year requires no PD.

PDUs will be awarded based on the rigor of the overall professional development experience and its application in the classroom rather than on seat time. Units accumulate in relation to the depth to which the instructor or director chooses to apply new learning. He or she may complete any or all of the following to earn the number of required PDUs.

PDU Credit Categories:

- **Investigate** new practices (**1 PDU**), e.g., learn by attending a workshop, conference, or reviewing professional literature.
- **Apply and evaluate** knowledge and skills in the classroom (**5 PDUs**), e.g., develop and use lesson plans based on what was learned at the conference and examine its effectiveness with student performance data.
- **Disseminate** what is learned with colleagues (**3 PDUs**), e.g., lead a study circle with local peers or present a training event at a regional or state level meeting.
- **Demonstrate expertise** by sharing effective practices across the nation (**4 PDUs**), e.g., present at a national conference or publish an article in a professional journal related to the professional experience.

The following chart describes in detail the PD activity and specific criteria for earning credit.

KYAE'S NEW FRAMEWORK FOR PROFESSIONAL DEVELOPMENT

2005-2006

This professional development framework is intended to help practitioners think of various ways that PDUs can be earned. KYAE and its partners will continue to offer online and face-to-face workshops from which to select. PD plans can include many opportunities closer to home. The goal is to choose events that provide opportunities for learning new knowledge and skills that are linked to local program needs. The following chart describes in detail PD activities with specific criteria for earning PDUs.

Professional Development Unit (PDU) Categories:

- **Investigate** a new practice by attending a workshop, conference, pre-conference, or review professional literature (**1 PDU**)
- **Apply and Evaluate** knowledge and skills in the classroom that lead to improved student outcomes (**5 PDUs**)*
- **Disseminate** and share with colleagues a new instruction practice OR presenting a session at a conference (**3 PDUs**)*
- **Demonstrate expertise** by presenting at a national conference or having work published (**4 PDUs**)*

*Documentation specific to the level of engagement is required, along with supervisor approval.

PD Requirements: Professional Development Units (PDUs)

- Full-time: Staff employed an average of 20 hours or more each week = 8 PDUs
- Part-time: Staff employed an average of 19.75 hours or less each week = 2 PDUs
- Less than 50 hours requires no PD.

Activity	Unit Value	Sample Documentation	Criteria
Develop a Professional Development Plan	NA--required	<ul style="list-style-type: none"> • PD plan must be submitted electronically on PDtrack each year • All PD completions may be documented electronically in ePortfolio and/or local program records 	<ul style="list-style-type: none"> • Required by all KYAE practitioners (refer to KYAE policy manual, p.26) • Supports the goals of the program and individual needs • Dovetails with program improvement • Identifies competency and goals • Approved by Supervisor • Supervisor monitors implementation
Attend Workshop or Seminar <i>Investigating a new practice</i>	1 PDU	<ul style="list-style-type: none"> • Certificate of completion/attendance • May accumulate additional units by taking one topic and exploring it more deeply through: Application and Evaluation of a new practice in the classroom and examine its effectiveness (5 PDUs) Disseminate what is learned (3 PDUs) Demonstrate (4 PDUs)—any of the activities listed below that are 4-5 PDUs. • PD Documentation forms must be completed on any activity for additional units 	<ul style="list-style-type: none"> • Registration via PDtrack is required • Activity must be at least three hours • Activity focuses on what learners are to know and be able to do; supports learner outcomes • Be based on the core content areas of ABE/GED, reading, writing, math, ESL, family literacy, workforce education, or corrections • Activity engages participants in the use of effective, varied, and research based practices to improve learner outcomes • Documentation required for approval for additional credit • Must be workshop in a KYAE priority area • Activity for additional units must be approved by supervisor • Activity supports content standards

Planning for
Professional Development

Activity	Unit Value	Sample Documentation	Criteria
Attend Conference	Attend Conference = 1PDU or 2PDUs with preconference session	<ul style="list-style-type: none"> Conference program booklet or conference agenda Certificate of attendance 	<ul style="list-style-type: none"> May be state or national, if on KYAE approved conference list Attendee has the opportunity to earn up to 2 PDUs: one for the conference and one for a preconference session
	Present session = 3 PDUs	<ul style="list-style-type: none"> Letters of invitation, acceptance, and thank you (if presenting) PowerPoint presentation Handouts Training outline & participant evaluations 	<ul style="list-style-type: none"> Must complete a Dissemination documentation form to earn PDUs for presenting at a conference May present at state or national conference. Presenting at a national conference requires more rigorous preparation and merits 4 PDUs rather than 3 PDUs
Participate in KYAE sponsored Focus Session <i>An informal group of practitioners who gather together to discuss a specific topic or teaching strategy</i>	1 PDU	<ul style="list-style-type: none"> Sign-in sheet Action plan for new technique 	<ul style="list-style-type: none"> Registration via PDtrack is required KYAE sponsored or approved Three to six hours in length Share ideas on best or promising practices Topics of discussion may be data driven Group of teachers voluntarily gathered for the purpose of learning about effective teaching practices Practice inquiry and reflection May be on various topics related to family literacy, workforce education, ABE instruction, literacy instruction, Promising Practices, ESL, or any other topic related to improving instruction. Lead by a facilitator or topic expert
Participate in a Study Circle: <i>Study circles are professional learning communities that meet on a regular basis to improve practice and program performance</i>	3 PDUs	<ul style="list-style-type: none"> List key concepts gleaned from the peer literature review Compare the key concepts with current NSCALL research Develop an action plan for implementation 	<ul style="list-style-type: none"> Registration via PDtrack is required NCSALL model: three, 3 ½ hour sessions spaced two weeks apart Designed for 8-12 participants Process: Identify topic, review peer literature, compare key concepts to current research, discuss, develop action plan Outcome: Action plan Additional PDUs may be earned if action plan is implemented in classroom or program
Apply Instructional Technology	4 to 5 PDUs depending upon the level	<ul style="list-style-type: none"> Written lesson plan, description of target audience, how technology is being used and documentation of results. Apply and evaluate new practice and skills in the classroom (5 PDUs) Disseminate what is learned (3 PDUs) Demonstrate expertise (4 PDUs) 	<ul style="list-style-type: none"> Registration via PDtrack is required Improves instructional technology Incorporates LiteracyLINK, PLATO, WIN, or Read on the Web Must apply new technique in classroom Complete KYVAE online PD course. Documentation required for approval for additional credit Results in an improvement of using technology with instruction

Activity	Unit Value	Sample Documentation	Criteria
Participate in a Coaching Session: <i>Helping a practitioner improve his or her practice</i>	1 PDU per visit (3 max) KYAE approved coaches will receive 4 PDUs	<ul style="list-style-type: none"> Action plan Lesson observation and documented by coach Reflective conference with teacher on lesson presentation 	<ul style="list-style-type: none"> KYAE approved coach (e.g., KIFL, KAELL, Academy) Leads to acquiring and transferring effective teaching practice Examines effective teaching and learning strategies Must be in the core content area of ABE/GED, reading, writing, math, ESL, family literacy, workforce education, or corrections Coach leads practitioner through planning, reflecting and decision-making Results in the transfer of learning from training to the classroom
Participate in Practitioner Inquiry Questioning and reflecting on efforts to improve instruction	Up to 6 PDUs	<ul style="list-style-type: none"> Must result in a written report or other tangible product including references Written summary or journal/log of project activities Investigate = 1 PDU Apply and evaluate is an additional 5 PDUs 	<p>Follows an inquiry-based format:</p> <ul style="list-style-type: none"> Ask a question about classroom practice Investigate solutions Apply a solution and evaluate its effectiveness Discuss discoveries and experiences with others Reflect on new-found knowledge Evaluate student performance Finished project filed in ePortfolio
Complete a University or College course	2 PDUs per credit hour earned e.g., 3 hour credit course = 6 PDUs	Official transcript or official "student copy" of transcript	<ul style="list-style-type: none"> Must be course work (3 semester hours) taken in the core content area (reading, writing, math) or other pedagogical content area (adult education, ESL, education, integrating technology into instruction, family literacy, etc) applicable to current position Must be earned at an accredited four-year college/university; two-year college or technical college Must be taken for credit with an earned grade of B or above (to qualify for PD) Documentation for additional PDUs filed in ePortfolio
Develop new Curriculum	4 PDUs	<ul style="list-style-type: none"> Curriculum guide submitted to KYAE and KYVAE resource database Supervisor approval Lesson plans Letter of invitation to serve on committee 	<ul style="list-style-type: none"> Must be a KYAE coordinated or approved project Design new instructional material or lesson plans Improve existing materials or lesson plans Serve on KYAE sponsored workgroup to develop new product for AE Aligned to KYAE content standards for ABE and/or ESL

Activity	Unit Value	Sample Documentation	Criteria
Develop content for new online PD course	4 PDU's	<ul style="list-style-type: none"> Publishing of online course on KYVAE 	<ul style="list-style-type: none"> Identify need via KYAE Develop course outline & syllabus Content Assessments and quizzes KYAE approval and input are mandatory
Publish an Article	5 PDU's	<ul style="list-style-type: none"> Copy of the published article or outline for online course. 	<ul style="list-style-type: none"> Must be published in a professional journal or publication approved by KYAE, such as Focus on Basics, or other adult education journal, newsletter, or newspaper Must complete required documentation form for Demonstrate Expertise in order to earn PDUs Be approved to qualify for PDUs
Create a WebQuest <i>An inquiry-oriented activity in which most of the information used by participants is drawn from the Web.</i>	3 PDU's	<ul style="list-style-type: none"> WebQuest to be submitted to AE Resource Database for SME review. Student work to be placed in online orientation, study groups or on learning center website for others to use. 	<p>Follows a typical WebQuest format:</p> <ul style="list-style-type: none"> Introduction & Goal of WebQuest Steps for student questing and information literacy skill development. Guidelines on use of KYVL for information resources. Evaluation rubric for showcasing student work for peer use. Conclusion
Self-Directed Activity <i>An independent study that requires planning, and reflecting, and documentation</i>	PDU's will vary depending upon which of the PDU category is selected: <ul style="list-style-type: none"> Apply & Evaluate Disseminate Demonstrate 	Documentation required	<ul style="list-style-type: none"> A term used in PDtrack for activities designed and initiated by the educator The educator makes a decision about what experiences will occur and how (Apply & Evaluate; Disseminate; or Demonstrate) Activity negotiated with supervisor For additional PDUs, activity will self-directed be considered

KYAE PROFESSIONAL DEVELOPMENT COMPONENTS

The following components make up the KYAE professional development system:

Professional Development Units (PDUs) — Each PD activity is awarded professional development units (PDUs). The number of units for each activity is determined by the learning outcomes the activity will produce for the adult educator.

PD Unit Categories — PDUs awarded are based on the following categories: Investigate (1 PDU); Apply and Evaluate (5 PDUs); Disseminate (3 PDUs); Demonstrate Expertise (4 PDUs). Units may be earned in relation to the depth to which the practitioner chooses to apply new learning.

PD Requirements for Experienced Practitioners —

- Full-time: Staff employed an average of 20 hours or more each week — 8 PDUs
- Part-time: Staff employed an average of 19.75 hours or less each week — 2 PDUs
- Less than 50 hours per year requires no PD.

PD Requirements for New Practitioners — A person is considered *new* for a period of two years from hire date. Newly hired staff, instructors, instructor aides, and program directors are required to complete specific core courses during a two-year period.

Specialty Tracks — Tracks correspond to the primary assignment listed in AERIN, e.g., ABE/GED, ESL, Family Literacy, Workforce, Leadership, and Corrections. Specialty tracks identify the core content essential for primary assignment. The intent of each track is to encourage the development of expertise with a specific area.

PDtrack — A new web-based system built for tracking professional development, linking AERIN staff information to professional development data. The system will track adult educators participation in PD activities and practitioners will be able access their own PD transcript. The system will be available during the fall 2005. To maintain security, all individuals will access the system using a login and password. Only the individual will have access to his/her own PD transcript and the supervisor will be able to see the IPDP.

Individual Professional Development Plans (IPDP) — Every instructor and instructor's aide must complete a professional development plan yearly in collaboration with the program director; Program directors also complete a professional development plan for the year. The IPDP encourages practitioners to focus on planning that will lead to professional learning and growth.

ePortfolio — An ePortfolio is an electronic folder found in the KYVAE online environment. As the practitioner participates in professional development activities throughout the year, documentation of attendance should be filed in the Portfolio/folder (e.g., training certificate, registration receipt, notes, training materials). The portfolio is also the place where self-directed learning activities will be documented along with the individual professional development plan.

PD Funds — Are the same allocation as 2004-05. The funds may be used only for KYAE-approved activities, including those in this handbook and the kyvae.org PD calendar at www.kyvae.org.

(continued on next page)

KYAE PROFESSIONAL DEVELOPMENT COMPONENTS *(continued)*

PD Handbook — Published annually each summer, the handbook contains the course catalog and key information on how to plan for professional development that will lead to program improvement.

PD Connection — A quarterly newsletter publishing research-based articles on professional development. Practitioners are encouraged to submit articles on innovative professional development activities they have found successful in their local programs. The PD Partners rotate the role of editor for each edition.

Professional Development Practitioner Advisory Team (PDPAT)—PDPAT is made up of 18 adult educators from across the state. The members of this team engage in discussion about professional development for adult educators in Kentucky. The team provides guidance and feedback to the PD partners regarding key issues from the field. The team meets three times each year.

KYAE200: *Orientation to Adult Education* is required for all new practitioners. The online course content is updated every summer and may be taken by experienced adult educators as a refresher.



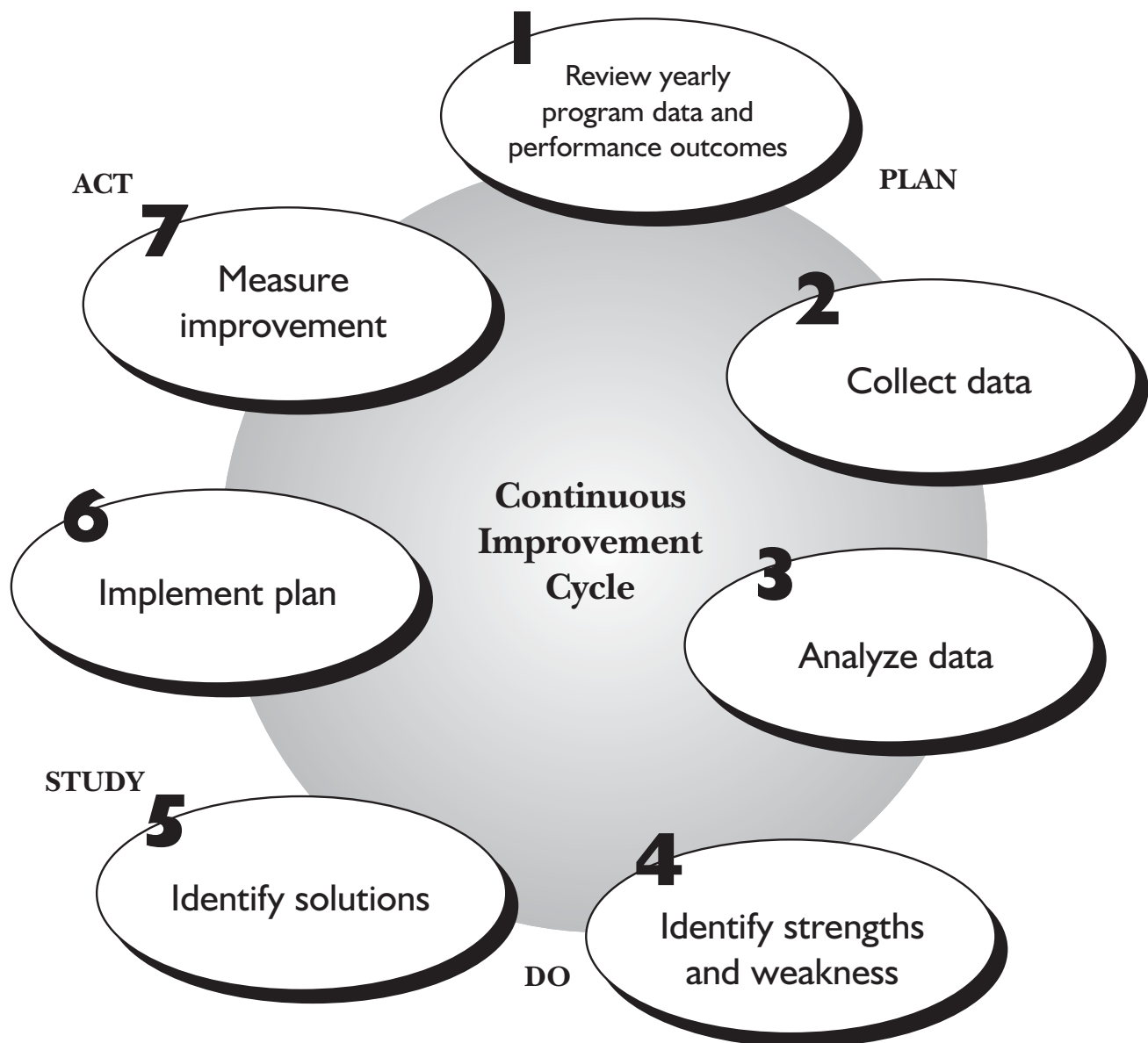
“An IPDP eliminates instructors taking whatever comes along just to fulfill PD requirements.”
- Joey Quinton, Pulaski Co.

WORKING TOGETHER FOR CONTINUOUS IMPROVEMENT

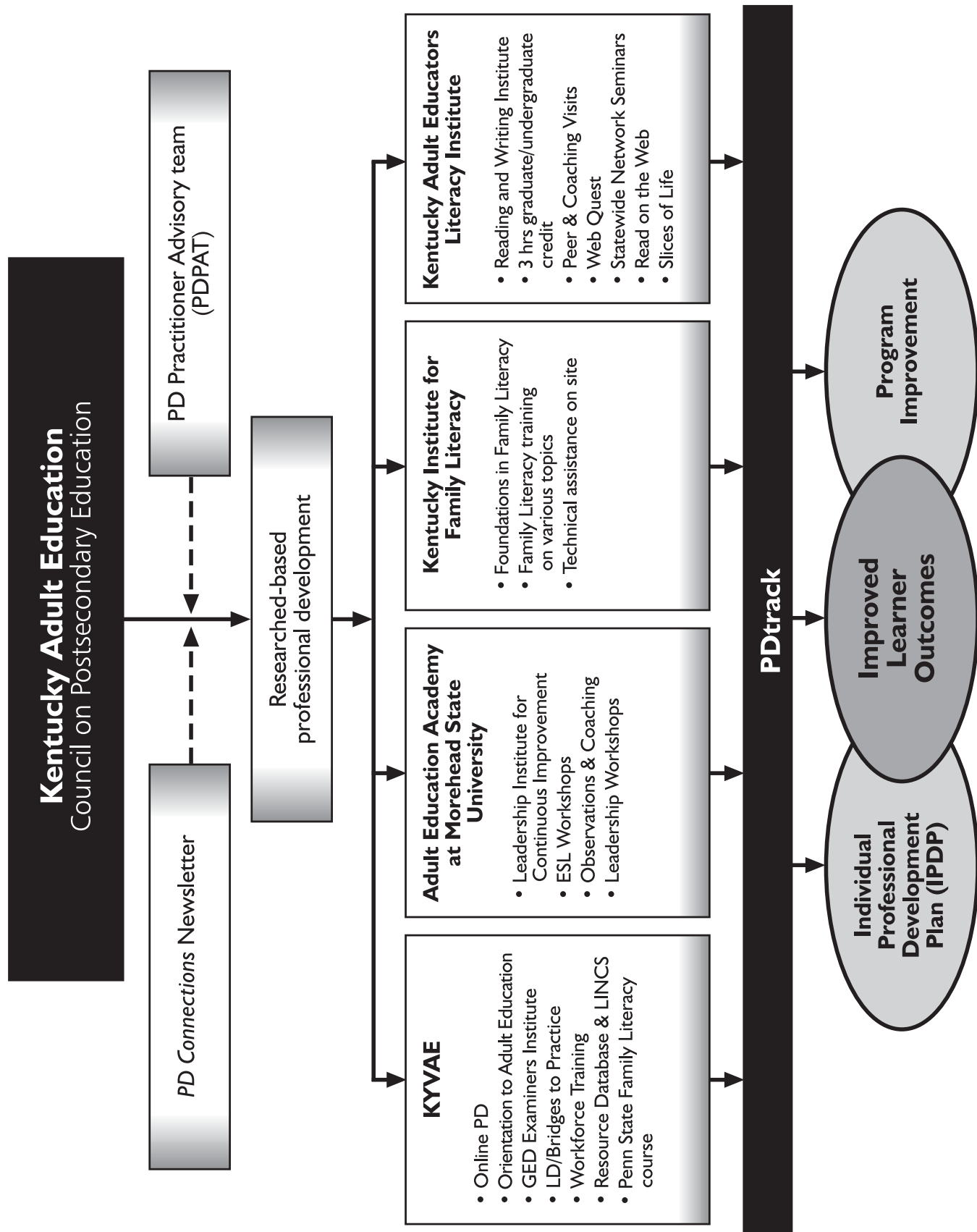
Ensuring the connection between instructor practices, learner outcomes, and program improvement requires the attention of both the instructor and the program manager. The instructor can systematically monitor his or her students' progress, recognize his or her needs for professional growth to better support learning, and seek out development opportunities.

At the same time, the program director has responsibility for monitoring participant outcomes program-wide, recognizing needs for professional growth, and recommending development opportunities.

A simplified approach to a continuous improvement cycle would include the steps outlined in the following graphic.



Kentucky Adult Education System for Professional Development





*Approved Professional
Development Activities*

YEAR AT A GLANCE

2005-2006 Chronological Listing of Kentucky Adult Education Professional Development Events

For updates and location sites, check the PD calendar on www.kyvae.org.

Programs or individuals wishing to sponsor additional PD activities not listed below should submit a proposal online using the form, "Submit a PD Opportunity" at www.kyvae.org.

After August 2005, register for training and submit proposals via PDtrack.

*TBA—To be announced.

JULY

1	KAELI Registration and course introduction (WKU)
22	Orientation to ESL (KYAE - Frankfort)
23	Bridges to Practice, Part I (Duvall ALC, Louisville)
28	Richard Lavoie, Learning Disabilities of Kentucky (Louisville)
27 – 28	KAELI Intensive Session (Location TBA)*
19 – 21	KAELI Intensive Session (WKU Cadre)

AUGUST

10 – 11	Foundations in Family Literacy (Hilton Garden Inn, Louisville)
12	Bridges to Practices, Part II (Ahrens ALC, Louisville)
17	CASAS Follow-up (Lexington)
18	ESL Methodology I (Location TBA)*
19	ESL Methodology II (Central KY)
22	Introduction to the TABE (Frankfort, CPE)
30	Program Leadership, Part I (Frankfort, Hampton Inn)
TBA	AERIN Workshops (TBA)*

SEPTEMBER

8 – 9	Orientation to Instruction: Reading & Writing (Hampton Inn, Frankfort)
9 – 10	KYTESOL Conference (Holiday Inn Hurstbourne, Louisville)
12	Introduction to TABE (Bluegrass CTC, Lexington)
15	ESL Lesson Planning I (West KY)
16	ESL Lesson Planning II (Central KY)
19 – 21	KY Adult Education Conference (Marriott Downtown, Louisville)
22	KAELI Statewide Networking Seminar #1 (Marriott Louisville)
26 – 27	Program Leadership, Part II (Frankfort, Hampton Inn)
29	Workplace ESL (Central KY)
30	CASAS-ESL Implementation Training (Gheens Academy, Louisville)

OCTOBER

3 – 4	GED Test Examiners' Institute, Lexington
7	Orientation to ESL (South KY)
14	Orientation to Instruction: Math (Hampton Inn, Frankfort)
21	ESL Curriculum & Instruction (West KY)
21	Urban Strategies in KY Family Literacy-Part I (Louisville)
27	BEST Plus Implementation Workshop (Frankfort)
28	Parenting for Academic Success: A Curriculum for Families Learning English (TBA*)
28	KAELI University Cadre Follow-up Session (WKU)

NOVEMBER

- 3 ESL Methodology I (West KY)
- 4 Effective Parent Engagement in Reading First & Read to Achieve Schools (Gheens Academy, Louisville)
- 4 ESL Methodology II (Frankfort)
- 4 – 5 **Kentucky Association of Developmental Education (KADE) Conference (Louisville)**
- 6 – 11 **AAACE Conference (Pittsburgh)**
- 15 – 16 Orientation to Instruction: Reading & Writing (Madison ALC, Richmond)

DECEMBER

- 1 Orientation to Instruction: Math (Madison ALC, Richmond)
- 2 Instructional Leadership: What A Director Needs to Know (Location TBA)
- 9 Orientation to ESL (East KY)
- 15 ESL Lesson Planning I (South KY)
- 16 ESL Lesson Planning II (East KY)

JANUARY 2006

- 19 ESL Methodology I (Frankfort)
- 20 ESL Methodology II (East KY)
- 20 Data Analysis: Using AERIN to Understand Program Performance (Location TBA)*
- 20 Supporting Professional Development (Location TBA)*
- 26 – 27 Foundations in Family Literacy (Galt House, Louisville)

FEBRUARY

- 3 Planning a Summer Family Literacy Program (Ramada Inn, Lexington)
- 9 ESL Lesson Planning I (Central KY)
- 10 Parenting with a Literacy Focus (Tourism Center, Elizabethtown)
- 10 KAELI University Cadre Follow-up Session (WKU)
- 10 ESL Lesson Planning II (West KY)
- 24 Collaborating for Component Integration (Ramada Inn, Lexington)

MARCH

- 3 Basics of Program Planning, Continuous Improvement & Evaluation (Location TBA)
- 3 Looking Back & Looking Forward: Reflecting & Reporting on the First Year (Location TBA)*
- 8 – 9 Orientation to Instruction: Reading & Writing (Elizabethtown)
- 9 – 11 **KY Teaching & Learning Conference (Louisville)**
- 10 Urban Strategies in KY Family Literacy-Part 2, Lexington
- 10 Orientation to ESL (West KY)
- 15 – 19 **TESOL Conference (Tampa)**
- 19 – 21 **National Conference on Family Literacy (Louisville)**
- 23 Orientation to Teaching Math (Elizabethtown)

APRIL

- 7 Working Effectively & Efficiently (Location TBA)*
- 7 Seeking Alternative Funding (TBA)*
- 14 Workplace ESL (West KY)
- 21 ESL Curriculum & Instruction (Central KY)
- 26 – 29 COABE (Houston)**
- 27 BEST Plus Implementation Workshop (Frankfort)

MAY

- 5 KAELI Statewide Networking Seminar #2 (Lexington)
- 12 Orientation to ESL (Central KY)

JUNE

- 2 Transitions to Postsecondary Education
- 2 Working with Staff
- 12 – 14 20th Annual Early Childhood Summer Institute, Lexington**

**Go to www.kyvae.org, Professional Development Calendar,
for up-date information on workshops and professional development opportunities.**

**TBA – to be announced. For updates and details, check online PD Calendar*



**Approved Professional
Development Activities**

*"I feel that the Individual PD Plan will help everyone stay focused as to what their goals really are."
- Christal Bingham*

COURSE NUMBERING SYSTEM FOR PDtrack

The following chart lists the content areas and the standard prefix that will denote those courses in the PDtrack system:

Prefix	Content Area
ABE	Adult Basic Education
AEM	Leadership
CRT	Corrections
DEC	Data Entry
ESL	English as a Second Language
FAM	Family Literacy
LDS	Learning Disabilities
MAT	Mathematics
RDW	Reading and Writing
TEC	Technology/Distance Learning
WFE	Workforce Education
KAE	All other courses

SPECIALTY TRACKS FOR KENTUCKY ADULT EDUCATORS

The following pages outline the suggested courses for each specialty track. Core courses are required for all new staff in that specialty track. Others are electives and can be chosen according to the staff person's goals and interests and the supervisor's approval.

New practitioners should focus on completing the required courses during a two-year period.

Experienced staff should choose courses within their track as well as other self-directed activities to achieve the number of PDUs required.

"An IPDP helps people direct their overall goals into a very doable plan."
- David Sturgil, Fayette Co.

"The work of the Leadership Academy and its efforts for providers are crucial to our ability to serve more learners and find the balance with quality and quantity, which we struggle with on a daily basis."
- Leadership Academy Participant



ADULT EDUCATION & LITERACY TRACK

Course Number	Event	Time/ Duration	Prerequisite	PDU's
YEAR 1 Required Courses for New Instructors*				
KYAE200V	Orientation to Adult Education	7-15 hours	None	1 PDU
ABE 201F	Orientation to Teaching Reading and Writing	12 hours	KYAE 200V	1 PDU
ABE 202F	Orientation to Teaching Mathematics	6 hours	KYAE 200V	1 PDU
ABE 290F	Introduction to the Test of Adult Basic Education (TABE)	4 hours	KYAE 200V	1 PDU
YEAR 2 Required Courses for New Instructors*				
NRS 200F	Data Quality	4-8 hours	KYAE 200V	1 PDU
LD 200 or	Learning Disabilities for Adult Educators or	6 hours	None	1 PDU
LDS 305F	Bridges to Practice	12 hours		1 PDU
KYAE 301F	Assessment to Instruction (2006-07)	4 hours	ABE 200F	To Be Developed
KYAE 402F	KYAE content standards and assessment (2006-07)	6 hours	2 nd year instructor	To Be Developed

*One state adult education conference may be selected each year

F = Face-to-face

V = Online Course (Virtual)

200 level courses are first year – introductory courses

300 level courses are second year

"I enjoy the new ideas that are shared by other Adult Education providers. I appreciate the opportunity to collaborate with other programs and always come away from the trainings with new ideas I want to incorporate into our Family Literacy programs."

- Sandy Claunch, Casey & McCreary County Adult & Family Literacy

"Thanks for nice comments on my first KAEI WebQuest I ever did! It was exciting doing the project and I really learned a lot. I have some students that have gone through the tasks and they really liked it. We have also looked at several other very nice Webquests that are on the web. I also suggested to the parents that have Internet at home some good ones for them to do with their children. They count those activities as PACT time for me."

- KAEI Participant

ENGLISH AS A SECOND LANGUAGE TRACK

Course Number	Event	Time/ Duration	Prerequisite	PDU's
<i>Required Courses within Two Years for New ESL Instructors</i>				
KYAE200V	Orientation to Adult Education	7 lessons –1 5 hours	None	1 PDU
ESL200V	Orientation to ESL	4 hours	None	1 PDU
ESL201F	Orientation to ESL	2 hours	ESL200V	1 PDU
ESL210F	ESL Methodology I	6 hours	None	1 PDU
ESL211F	ESL Lesson Planning I	6 hours	None	1 PDU
<i>Elective Courses for ESL Instructors</i>				
ESL 212F	Workplace ESL	6 hours	None	1 PDU
ESL 220V	ESL/Civics Link	TBD	TBD	TBD
ESL 290F	BEST Plus Implementation Workshop	6 hours	None	1 PDU
ESL 295F	CASAS Implementation Workshop	6 hours	KYAE200V	1 PDU
ESL 310F	ESL Methodology II	6 hours	ESL210F	1 PDU
ESL 311F	ESL Lesson Planning II	6 hours	ESL211F	1 PDU
ESL 312F	ESL Curriculum and Instruction	6 hours	ESL200V, ESL201F, ESL210F, ESL211F	1 PDU

F = Face-to-face**V** = Online Course (Virtual)200 level courses are first year – introductory courses300 level courses are second year

"I need all the help I can get in teaching a beginning literacy-level course! I found a lot of the information really compelling. I liked reading about learning theories and how different researchers had contributed to the field, and thus changed accepted thinking on how second language acquisition is best taught. I appreciate the opportunity to learn and receive a certificate."

- ESL Training Participant

FAMILY LITERACY TRACK

Course Number	Event	Time/ Duration	Prerequisite	PDUs
YEAR 1 Required Courses for New Family Literacy Instructors*				
KYAE200	Orientation to Adult Education	7-15 hours	None	1 PDU
FAM200 V	Foundations in Family Literacy (pre and post online)	3.5 hours pre 3.5 hours post	None	6 PDU (bundled with FAM201F)
FAM201F	Foundations in Family Literacy (face to face)	14 hours	First 3.5 hours of 201V	6 PDU (bundled with FAM200V)
FAM210F or FAM210V	Early Care Orientation (Listed as 101ECOOL - ECOOL Early Care Orientation On-Line on KYVU.)	6 hours	None	1 PDU
YEAR 2 Required Courses for New Family Literacy Instructors*				
FAM 220	Lesson Planning in Family Literacy	6 hours	Foundations in Family Literacy	1 PDU*
FAM 230	Parenting with a Literacy Focus	6 hours	Foundations in Family Lit.	1 PDU*
FAM 240	KY Early Childhood Standards	1 – 4 hours	None	1 PDU*
FAM 290	KY Early Childhood Assessment Training	1 – 6 hours	FAM 240	1 PDU*
NO LONGER REQUIRED				
Note: One state adult education or family literacy conference may be selected each year				
Electives Offered in Family Literacy in 2005-06				
FAM 300	Collaborating for Component Integration	6 hours	Foundations in Family Lit.	1 PDU*
FAM 310	Planning a Summer Program	6 hours	Foundations in Family Lit.	1 PDU*
FAM 320	Parenting for Academic Success: A Curriculum for Families Learning English	6 hours	Foundations in Family Literacy	1 PDU*
FAM 330	Effective Parent Engagement in Reading First Schools	6 hours	None	1 PDU*
FAM 440	Urban Strategies for Kentucky Family Literacy	12 hours in class	Foundations in Family Literacy	6 (includes implementation and evaluation project)

*Includes opportunities for earning additional 5 points in implementation and evaluation linked to the training.

F = Face-to-face

V = Online Course (Virtual)

200 level courses are first year – introductory courses

300 level courses are second year

PROGRAM LEADERSHIP TRACK

Course Number	Event	Time/ Duration	Prerequisite	PDU's
<i>Required Courses for New Program Directors</i>				
AEM200F	Program Leadership, Part I & II		KYAE 200	1 PDU
AEM210F	What We Know About High Quality Programs	2 hrs	NA	1 PDU
AEM220F	Using AErin Reports for Program Improvement	2 hrs	NA	1 PDU
AEM221F	The National Reporting System	2 hrs	NA	1 PDU
AEM222F	Data Analysis: Using AErin to Understand Program Performance	4 hrs	NA	1 PDU
AME230F	Recruitment, Program Promotion, & Interagency Collaboration	2 hrs	NA	1 PDU
AEM240F	Supporting Professional Development	1.5 hrs	NA	1 PDU
AEM250F	Basics of Program Planning, Continuous Improvement, & Evaluation	2.5 hrs	NA	1 PDU
AEM260F	Looking Back & Looking Forward: Reflecting & Reporting on the First Year/Getting Ready for the Coming Year		NA	
AEM270F	Transitions to Postsecondary Education	2.5 hrs	NA	1 PDU
AEM280F	Working with Staff	2.5 hrs	NA	1 PDU
AEM310F	Instructional Leadership: What a Director Should Know about Teaching Reading, Writing, Math and English as a Second Language	2.5 hrs	NA	1 PDU
AEM311F	Instructional Leadership: What a Director Should Know about Family Literacy, Distance Learning, and Teaching Adults with Learning Disabilities	2.5hrs	NA	1 PDU
AEM320F	Working Effectively and Efficiently	2.5 hrs	NA	1 PDU
AEM330F	Seeking Alternative Funding	2.5 hrs	NA	1 PDU
AEM340	Independent Study of Selected Leadership Topics	Varies	NA	1–9 PDU *
AEM350F	Leadership Institute	Varies	Participation for two years	9–13 PDU

*The number of units earned will depend on the extent to which the participant engages in investigation, application and evaluation, dissemination, and demonstration of expertise.

• New directors must select two from among AEM310, 311, 320, and 330.

Other: New directors will be asked to keep a journal reflecting on this initial year and will be expected to share suggestions for improving new director training in the future at the March meeting.

READING & WRITING TRACK

Course Number	Event	Time/ Duration	Prerequisite	PDU
<i>Required Courses within Two Years for New Reading and Writing Instructors</i>				
KYAE200V	Orientation to Adult Education	7 lessons -15hours	Online (auto-registration upon hire)	1 PDU
RDW200F	Research based practices for teaching adults reading	6 hours		1 PDU
RDW200V	Online follow-up	4 hours	RDW200F	4 PDUs
RDW210F	Research based practices for teaching adults writing	4 hours	RDW200F	1 PDU
RDW210V	Online follow up	4 hours	RDW210F	4 PDUs
KYAE201F	Developing Instruction with Effective Curriculum – reading and writing	12 hours	KYAE200V	
RDW300F	KAELI	1 semester 3 credit hour university course over the duration of a year.	RDW200 & RDW210	8 PDUs

WORKFORCE EDUCATION TRACK

Course Number	Event	Time/ Duration	Prerequisite	PDU
<i>Required Courses within Two Years for New Workforce Instructors</i>				
KYAE200V	Orientation to Adult Education	7 lessons - 15 hours		
WP300V	Orientation to Workplace Instruction	6 hours	KYAE200V	1 PDU
WFE310F	Workforce Instructor Focus Sessions	3 hours	WP300V	1 PDU
<i>Electives: Must Select One Distance Learning Product; Area of Teaching</i>				
LD300V	LD — Bridges to Practice	6 hours		
ASE200F	Assessment Techniques: How to Administer the TABE	4-6 hours		
WIN 200V	WIN for Instructors			
LINK 200V	Literacy Link for Instructors			
PL 200V	PLATO for Instructors			
ESL 200V	Orientation to ESL			

ABE201F: Orientation to Teaching Reading and Writing

Target Audience	All newly hired Kentucky adult educators: Instructors, instructor's aides
Specialty Track	Reading, Writing and GED Essay Scoring
Description	This workshop introduces the new adult education instructor to strategies for teaching reading and writing. The content is aligned to KAELI principles.
Course objectives	<ul style="list-style-type: none"> • Review instructional techniques. • Learn strategies for teaching adult reading and writing. • Develop lesson plans. • Recognize how a variety of teaching strategies can improve performance.
Competencies Addressed	<p>Instructor:</p> <ul style="list-style-type: none"> 1.1 Develops and maintains a knowledge base in adult learning and development. 3.2 Administers appropriate standardized assessment instruments consistent with KYAE guidelines. 3.5 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations.
Prerequisites	KYAE200: Orientation to Adult Education
Dates, Time, and Location	<p>Two day workshop offered:</p> <p>September 8-9, 2005, Hampton Inn, Frankfort</p> <p>November 15-16, 2005, Richmond, Madison Co. ALC</p> <p>March 8-9, 2006, Elizabethtown, exact location TBA</p> <p>9 a.m. to 4 p.m. each day</p>
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Toni-Ann Mills and Phyllis McAdams
Contact Information	<p>Toni-Ann Mills</p> <p>tamill2@uky.edu • (859) 257-6127</p>
Registration Information	<p>Sandra.Kestner</p> <p>Sandra.Kestner@ky.gov • 502-573-5114, ext 108</p> <p>After September 1, 2005 go through PDtrack</p>

ABE202F: Orientation to Teaching Mathematics

Target Audience	New KYAE Instructors; instructor aides
Specialty Track	ABE/GED Mathematics
Description	A course that will present mathematics teaching strategies, provide familiarity with available written and manipulative mathematics materials, demonstrate a variety of instructional formats, and instill confidence in the instructor who hasn't taught mathematics.
Course objectives	<p>Upon completion of this course, participants will be able to:</p> <ul style="list-style-type: none"> • Develop a math lesson appropriate to the learner • Integrate manipulative materials into instruction • Use the Casio FX-260 calculator in instruction • Help learners apply mathematics to the real world • Prepare learners for the GED Mathematics test
Learning Activities	Demonstration; Practice, review, Small group activities.
Competencies Addressed	<p>2.1 Identifies and responds to learners' needs</p> <p>2.3 Utilizes learners' personal experiences in planning instruction</p> <p>2.4 Encourages active participation by the learner</p> <p>2.5 Encourages development of critical thinking in mathematics</p> <p>2.6 Encourages collaborative Mathematical learning</p> <p>2.8 Integrates current media and technology into instruction</p> <p>2.12 Integrates other content areas into Mathematics</p>
Prerequisites	KYAE 200: Orientation to Adult Education
Dates, Time, and Location	<p>October 14, 2005 Hampton Inn, Frankfort 9:00 a.m. - 4 p.m.</p> <p>December 1, 2005 Madison Co. ALC, Richmond 9:00 a.m. - 4 p.m.</p>
Cost	No cost to KYAE funded providers
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Wayne Couvillion, Jefferson County Adult Education Brenda Hill, Madison County Adult Education
Contact Information	Brenda Hill brenda.hill@eku.edu • (859) 622-8065
Registration Information	Sandra.Kestner Sandra.Kestner@ky.gov • 502-573-5114, ext 108 After September 1, 2005 go through PDtrack

ABE290: Introduction to the TABE (Test for Adult Basic Education)

Target Audience	Adult basic education instructors
Specialty Track	Assessment and Goal Setting
Description	<p>Instructors will learn about the methods and responsibilities involved in planning and administering the Test for Adult Basic Education, Forms 9 & 10.</p> <p>This workshop is for those who are learning to use TABE 9 & 10, and for those who want to re-familiarize themselves with TABE testing protocols.</p>
Course objectives	<p>Attendees will be introduced to the following:</p> <ul style="list-style-type: none"> • How TABE resources are available • How to use the Locator • How to complete and use the Diagnostic Profile • How to score the TABE test • How to convey results to the adult learner • TABE testing accommodations • Additional testing tips
Learning Activities	Demonstration; Dialog & Discussion; Group reflection; Practice, Simulation, Small group activities; video.
Competencies Addressed	<p>Adult Education Instructor:</p> <p>3.2 Administers appropriate standardized assessment instruments consistent with KYAE guidelines.</p>
Prerequisites	KYAE 200: Orientation to Adult Education
Dates, Time, and Location	<p>August 22 in Frankfort (CPE)</p> <p>Other dates and locations TBA</p>
Cost	No cost to KYAE-funded providers
PDU	1 PDU for Investigate
Facilitator or Trainer name(s)	<p>Stephanie Anderson</p> <p>Joyce Bullock</p>
Content Information	<p>Joyce Bullock</p> <p>joyce.bullock@ky.gov • (502) 573-5114, ext 118</p>
Registration Information	PDtrack

AEM200F: Program Leadership

Target Audience	New Program Directors
Specialty Track	Leadership Development
Description	This workshop is designed to orient new program directors to the adult education program responsibilities. It is geared toward administrators with less than one-year experience managing an ABE program. Participants will be introduced to skills and resources to analyze and solve managerial problems more effectively.
Course objectives	<ul style="list-style-type: none"> • How to meet KYAE's five critical questions • Recognize key budget and invoicing principles • Identify challenges and solutions to recruiting, hiring, and evaluating staff • Understand contractual responsibilities • Report, interpret, and use data to meet performance outcomes. • Recognize multiple strategies to reach and serve more learners • Anticipate management challenges
Learning Activities	Demonstration; Dialog & Discussion; Group reflection; Practice, review and evaluate; Small group activities.
Competencies Addressed	<p>Administrator:</p> <p>3.2 Effectively develops, manages, and allocates budget to support program mission.</p> <p>4.2 Coordinates staff activities to ensure effective program operation.</p> <p>5.1 Establishes clear procedures for collecting, documenting, and reporting data in a timely manner.</p> <p>6.2 Supports professional development opportunities for staff.</p> <p>7.1 Builds partnerships with community services to build capacity.</p>
Prerequisites	KYAE 200: Orientation to Adult Education
Dates, Time, and Location	<p>Three-day workshop:</p> <p>Part I: August 30, 2005</p> <p>Part II: September 26-27, 2005</p> <p>Hampton Inn, Frankfort</p>
Cost	No cost to KYAE funded providers
PDU	1 PDU for Investigate
Facilitator or Trainer name(s)	Multiple trainers
Contact Information	<p>Sandra Kestner</p> <p>Sandra.Kestner@ky.gov • (502) 573-5114, ext. 108</p>
Registration Information	<p>Sandra.Kestner</p> <p>Sandra.Kestner@ky.gov • 502-573-5114, ext 108</p> <p>After September 1, 2005 go through PDtrack</p>

AEM210F: What We Know About High Quality Programs

Leadership

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This session will acquaint participants with a framework developed by Judy Alamprese of Abt Associates that identifies what her research has found to be characteristics of effective adult basic education programs.
Course objectives	<ul style="list-style-type: none"> • Participants will know the characteristics of effective adult basic education programs. • Participants will apply an assessment based on these characteristics to their individual programs. • Participants will identify priority needs for change.
Learning Activities	Lecture presentation Dialog & discussion Small group activities
Competencies Addressed	2.1 Initiates and monitors the process of curriculum development and supports instructional strategies based on research in adult learning and development 2.2 Conducts and analyzes various needs assessments to determine staff, learner, and community needs
Prerequisites	Not applicable
Dates, Time, and Location	To be scheduled during the fall Adult Education & Family Literacy Conference, September 19-21, Downtown Marriott in Louisville
Cost	Included in conference registration fee
PDU s	1 PDU for Investigate
Facilitator or Trainer name(s)	Connie Spencer-Ackerman, Adult Education Academy KYAE Staff
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • 606-783-9377
Registration Information	Go to PDtrack.

AEM220F: Using AERIN Reports for Program Improvement

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This workshop will explain Kentucky's database for gathering information on program and student performance.
Course objectives	<ul style="list-style-type: none"> • Participants will understand how to collect and enter appropriate data into AERIN. • Participants will know how to generate reports and analyze information from AERIN. • Participants will be able to use AERIN data to identify needs and develop improvement strategies.
Learning Activities	Lecture presentation Dialog & discussion Small group activities
Competencies Addressed	5.1 Establishes clear procedures for collecting, documenting, and reporting data in a timely manner 5.2 Monitors and evaluates the program and uses data for continuous program improvement, professional development, capacity building, and accountability
Prerequisites	Not applicable
Dates, Time, and Location	To be scheduled during the fall Adult Education & Family Literacy Conference, September 19-21, Downtown Marriott in Louisville
Cost	Included in conference registration fee
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	TBD
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM221F: Data Quality

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This session will explain the National Reporting System (NRS), the database of the federal Office of Vocational and Adult Education, and how it can be used for local program evaluation and improvement.
Course objectives	<ul style="list-style-type: none"> • Participants will know guidelines for completing AERIN data fields as they relate to the NRS. • Participants will know how to assess learners' skills and place them in correct performance levels. • Participants will learn recent changes in the NRS.
Learning Activities	Lecture presentation Dialog & discussion Small group activities
Competencies Addressed	5.1 Establishes clear procedures for collecting, documenting, and reporting data in a timely manner 5.2 Monitors and evaluates the program and uses data for continuous program improvement, professional development, capacity building, and accountability
Prerequisites	Not applicable
Dates, Time, and Location	To be scheduled during the fall Adult Education & Family Literacy Conference, September 19-21, Downtown Marriott in Louisville
Cost	Included in conference registration fee
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	TBD
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • 606-783-9377
Registration Information	Go to PDtrack.

AEM230F: Recruitment, Program Promotion, and Interagency Collaboration

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	In this session, staff from ABE programs that have been successful in recruiting students through program promotion and interagency collaboration will share their activities and results.
Course objectives	<ul style="list-style-type: none"> • Participants will learn recruitment strategies successfully employed by other ABE programs. • Participants will develop a list of potential collaborators and communication strategies. • Participants will develop a yearlong recruitment plan.
Learning Activities	Panel presentation Dialog & discussion Small group activities
Competencies Addressed	7.1 Builds relationships and partnerships with various organizations to enhance the availability, quality, and delivery of services 7.2 Advertises and promotes program services and availability to build program capacity
Prerequisites	Not applicable
Dates, Time, and Location	To be scheduled during the fall Adult Education & Family Literacy Conference, September 19-21, Downtown Marriott in Louisville
Cost	Included in conference registration fee
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Melissa Bradley, Jefferson County Public Schools Adult Education Program
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM240F: Supporting Professional Development

Leadership

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This session will acquaint local program directors with Kentucky's professional development system, how credit may be earned, and how activities are accessed and documented. Attention will be given to the connection between individual professional development and program improvement goals
Course objectives	<ul style="list-style-type: none"> • Participants will know options for earning and accruing professional development units. • Participants will know how to use PDTrack, Kentucky's system for accessing, documenting, and tracking professional development. • Participants will experience identifying professional development activities that support achievement of program and learner goals.
Learning Activities	Scenarios Dialog & Discussion Small group activities.
Competencies Addressed	6.1 Plans, promotes, and participates in professional development to meet local, state, and national standards 6.2 Provides professional development opportunities based on identified program and staff needs.
Prerequisites	Not applicable
Dates, Time, and Location	January 20, 2006, 1:00 to 3:30, location tbd (backup date of January 27)
Cost	Participants will be responsible for their own travel related expenses.
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Sarah Hornback, LaRue County Adult Education & Family Literacy Program Sandra Kestner, KYAE Connie Spencer-Ackerman, Adult Education Academy
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM250F: Basics of Program Planning, Continuous Improvement, and Evaluation

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This session will acquaint local program directors with principles of continuous improvement and how they are put into action as directors and leadership teams plan activity and evaluate its effectiveness.
Course objectives	<ul style="list-style-type: none"> • Participants will know steps for engaging staff in developing written program plans with goals, objectives, activities, timelines, and assigned responsibilities. • Participants will know how to develop performance measures that can be observed and documented. • Participants will know the Shewhart Cycle of Plan-Do-Study-Act.
Learning Activities	Lecture Dialog & Discussion Small group activities.
Competencies Addressed	1.6 Initiates and facilitates change for continuous program improvement and capacity building 5.2 Monitors and evaluates the program and uses the data for continuous program improvement, professional development, capacity building, and accountability
Prerequisites	Not applicable
Dates, Time, and Location	March 3, 2006, 9:30 am to 12:00, location tbd (backup date of March 10)
Cost	Participants will be responsible for their own travel related expenses.
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Dr. James Canipe, Morehead State University Connie Spencer-Ackerman, Adult Education Academy
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM260F: Looking Back and Looking Forward: Reflecting and Reporting on the First Year & Planning for the Coming Year

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This session will prepare directors to close out student, fiscal, and program reports for the current year and to develop the proposal for funding for the coming program year.
Course objectives	<ul style="list-style-type: none"> • Participants will be familiar with paper and data entry requirements for closing out the fiscal year. • Participants will understand how to develop an acceptable proposal for funding for the upcoming program year.
Learning Activities	Lecture Dialog & Discussion Small group activities.
Competencies Addressed	3.1 Applies for basic grant funding through a competitive RFP process
Prerequisites	Not applicable
Dates, Time, and Location	March 3, 2006, 9:30 am to 12:00, location tbd (backup date of March 10)
Cost	Participants will be responsible for their own travel related expenses.
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	KYAE Staff
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM270F: Planning for Student Transitions to Postsecondary Education

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This session will provide an in-depth look at a KYAE special project designed to facilitate the transition of adult students from ABE into postsecondary education and give participants an opportunity to apply lessons from the project to their own settings.
Course objectives	<ul style="list-style-type: none"> • Participants will learn strategies for coordinating services with postsecondary institutions. • Participants will understand what academic skills are needed for an adult to be successful in postsecondary education. • Participants will know how to assist students in completing admission requirements.
Learning Activities	Panel Presentation Dialog & Discussion Small group activities.
Competencies Addressed	7.1 Builds relationships and partnerships with various organizations to enhance the availability, quality, and delivery of services
Prerequisites	Not applicable
Dates, Time, and Location	June 2, 2006, 9:30 am to 12:00, location tbd (backup date of June 9)
Cost	Participants will be responsible for their own travel related expenses.
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Amy McLoney, KHEAA Shauna King-Sims, KCTCS
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM280F: Leading Your Instructional Staff

Leadership

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This session will address several topics related to supervising staff, including supervising staff, evaluating staff, building a sense of team, and handling difficult people.
Course objectives	<ul style="list-style-type: none"> • Participants will be aware expectations of the supervisory role • Participants will practice using a staff evaluation instrument. • Participants will be aware of tools that support teamwork. • Participants will practice strategies for dealing with difficult people.
Learning Activities	Lecture Scenarios Dialog & Discussion Small group activities.
Competencies Addressed	1.2 Demonstrates effective interpersonal and communication skills 1.3 Provides for active involvement of all staff and stakeholders in decision-making processes 4.2 Coordinates staff activities to ensure effective program operation.
Prerequisites	Not applicable
Dates, Time, and Location	June 2, 2006, 1:00 pm to 3:30 pm, location tbd (backup date of June 9)
Cost	Participants will be responsible for their own travel related expenses.
PDU s	1 PDU for Investigate
Facilitator or Trainer name(s)	Connie Spencer-Ackerman, Adult Education Academy
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM310F: Instructional Leadership: What a Director Should Know About Teaching Reading, Writing, Math, and English as a Second Language

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This session will acquaint local program directors with basic information needed to recognize and support high quality instruction in the areas of reading, writing, math, and English as a second language.
Course objectives	<ul style="list-style-type: none"> • Participants will distinguish between good and poor teaching strategies in reading, writing, math, and ESL. • Participants will know resources and experts who can assist them in supporting high quality instruction.
Learning Activities	Scenarios Dialog & Discussion Panel presentation Small group activities.
Competencies Addressed	2.1 Initiates and monitors the process of curriculum development and supports instructional strategies based on research in adult learning development
Prerequisites	Not applicable
Dates, Time, and Location	December 2, 2005, 9:30 am to 12:00, location tbd (backup date of December 9)
Cost	Participants will be responsible for their own travel related expenses.
PDU s	1 PDU for Investigate
Facilitator or Trainer name(s)	Toni-Ann Mills, KAELI Math representative tbd, Maurice White, Adult Education Academy
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM311F: Instructional Leadership: What a Director Should Know About Family Literacy, Distance Learning, and Teaching Adults with Learning Disabilities

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This session will acquaint local program directors with basic information needed to support high quality instruction and programming in the areas of family literacy, distance learning, and teaching adults with learning disabilities.
Course objectives	<ul style="list-style-type: none"> • Participants will distinguish between good and poor teaching strategies in family literacy, distance learning, and learning disabilities. • Participants will know resources and experts who can assist them in supporting high quality instruction and program design.
Learning Activities	Scenarios Dialog & Discussion Panel presentation Small group activities
Competencies Addressed	2.1 Initiates and monitors the process of curriculum development and supports instructional strategies based on research in adult learning development
Prerequisites	Not applicable
Dates, Time, and Location	December 2, 2005, 1:00 to 3:30, location tbd (backup date of December 9)
Cost	Participants will be responsible for their own travel related expenses.
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Cindy Read, Erika Larson, LD representative tbd
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM320F: Working Effectively and Efficiently

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This session will give program directors tools to maximize their use of time completing the wide variety of tasks required to lead an ABE program.
Course objectives	<ul style="list-style-type: none"> • Participants will know how to use a tool for setting priorities • Participants will know how to use an affinity network diagram to map out a project. • Participants will know how to get results from team meetings.
Learning Activities	Lecture Scenarios Dialog & Discussion Small group activities
Competencies Addressed	1.3 Provides for active involvement of all staff and stakeholders in decision-making processes 4.2 Coordinates staff activities to ensure effective program operation
Prerequisites	Not applicable
Dates, Time, and Location	April 7, 2006, 1:00 pm to 3:30 pm, location tbd (backup date of April 28)
Cost	Participants will be responsible for their own travel related expenses.
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Connie Spencer-Ackerman, Adult Education Academy
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM330F: Seeking Alternative Funding

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This session will assist directors in developing effective program proposals and requests for funding from organizations other than KYAE.
Course objectives	<ul style="list-style-type: none"> • Participants will know the standard topics to address in a proposal for funding. • Participants will learn how to write clear, succinct proposals that address community needs. • Participants will learn the logic model format for developing a proposal.
Learning Activities	Lecture Dialog & Discussion Small group activities.
Competencies Addressed	3.2 Identifies and applies for additional funding and/or collaborates with other programs and partners for additional resources.
Prerequisites	Not applicable
Dates, Time, and Location	April 7, 2006, 1:00 am to 3:30, location tbd (backup date of April 28)
Cost	Participants will be responsible for their own travel related expenses.
PDU s	1 PDU for Investige
Facilitator or Trainer name(s)	Connie Spencer-Ackerman, Adult Education Academy
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM340F: Independent Study in Leadership

Target Audience	Local Program Directors
Specialty Track	Leadership Development
Description	This independent study is an opportunity for local program directors to design a professional development experience tailored to local program needs. Resources will be provided through the Adult Education Academy.
Course objectives	Participants will build knowledge and skills in areas identified as being of importance to local program success and, ultimately, to learner outcomes.
Learning Activities	Investigation of the topic Application and evaluation in the program setting Dissemination of findings to peers
Competencies Addressed	Will vary
Prerequisites	Not applicable
Dates, Time, and Location	Not applicable
Cost	Participants will be responsible for their own travel related expenses.
PDU's	1 PDU for investigation of each topic 5 additional PDUs for application and evaluation 3 additional PDUs for dissemination of findings to peers
Facilitator or Trainer name(s)	Support from Adult Education Academy
Contact Information	Connie Spencer-Ackerman c.spencerack@moreheadstate.edu • (606) 783-9377
Registration Information	Go to PDtrack.

AEM350F: Leadership Institute

Leadership

Target Audience	Selected administrative practitioners who continue with the Leadership Institute
Specialty Track	Leadership Development
Description	The Leadership Institute will continue to support participants in applying principles of continuous program improvement as found in the Baldrige Framework. They will be supported in taking their program staffs through a needs assessment and a process of developing a program improvement plan. They will collect, analyze, and explain data related to program achievements to key stakeholders. Participation will be through meetings and review of materials posted online. Resources, such as leadership books and audiotapes, will be provided.
Course objectives	<ul style="list-style-type: none"> • Participants will develop skills in the areas of leadership, strategic planning, customer and market focus, information and analysis, human resource focus, process management, and results. • Participants will engage key staff in completing a program self-assessment. • Participants will engage key staff in developing program improvement plans.
Learning Activities	Case study; Dialog & Discussion; Panel presentation; Small group activities.
Competencies Addressed	<ul style="list-style-type: none"> • Provides for active involvement of all staff and stakeholders in decision-making processes • Initiates and facilitates changes for continuous program improvement and capacity building • Effectively develops, manages, and allocates the budget to support the program's mission and goals and to foster continuous program improvement and accountability • Monitors and evaluates the program and uses the data for continuous program improvement, professional development, capacity building, and accountability
Prerequisites	Participation in the Leadership Institute for at least two years
Dates, Time, and Location	<p>November 10@10:30 — November 11@2:00, 2005</p> <p>January 12@10:30 — January 13@2:00, 2006</p> <p>March 16@10:30 — March 17@2:00, 2006</p> <p>Locations tbd</p>
Cost	Participants will be responsible for their own travel related expenses.
PDU's	<p>9 for full participation; prorated for less than full participation</p> <p>13 possible</p>
Facilitator or Trainer name(s)	Connie Spencer-Ackerman, Adult Education Academy, Morehead State University
Contact Information	<p>Connie Spencer-Ackerman</p> <p>c.spencerack@moreheadstate.edu • (606) 783-9377</p>
Registration Information	Go to PDtrack.

DL 200: Teaching and Learning at a Distance

Target Audience	Adult Education Instructors
Specialty Track	ABE/GED; Workplace; Corrections; Reading & Writing; Mathematics
Description	This online course is intended to assist skilled adult educators' transition to the new and challenging world of distance education. Course content includes four major topic areas: recruitment, orientation, teaching and assessment of distance learners. Each lesson is designed to help you develop strategies to teach adults effectively from a remote location.
Course objectives	<p>Enable instructors to:</p> <ul style="list-style-type: none"> • Experience what it is like to study at a distance • Understand the steps involved in setting up and delivering distance education to adult learners • Prepare a detailed distance education plan to guide your center's efforts.
Learning Activities	Computer/Internet; Dialog & Discussion; Practice, review and evaluate
Competencies Addressed	<p>Adult Education Instructor:</p> <ul style="list-style-type: none"> 1.1 Develops and maintains a knowledge base in adult learning and development. 1.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members. 2.7 Integrates work, family, and community-related activities into instruction. 2.8 Effectively integrates current and appropriate media and technology as tools for instruction 3.4 Uses formal and informal assessment data to monitor and document learner progress. 6.2 Collects and manages accurate data for program improvement and accountability.
Prerequisites	<p>KYAE 200: Orientation to Adult Education</p> <p>A familiarity with the Internet and the ANGEL course management system is required prior to enrollment in DL 200. Registrants must be able to use the computer on their own and know how to contact their program's technical support when necessary. They must have a working email address and should be able to access and navigate the Web. They must also have mastered basic Windows and ANGEL skills.</p>
Dates, Time, and Location	Once prerequisites are met, instructors may complete this online course at any time.
Cost	Free to KYAE funded providers
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Erika Larson
Contact Information	<p>Erika Larson</p> <p>Erika.larson@ky.gov • (502) 573-5114 x104</p>
Registration Information	<p>www.kyvae.org</p> <p>As of September 1, 2005 enroll through PDtrack.</p>

ECOOL101: ECOOL Early Care Orientation On-Line (FAM210V)

Target Audience	Family literacy instructors or program managers
Specialty Track	Family Literacy
Description	<p>This web-based training fulfills the mandatory 6-hour orientation requirement for early care and education professionals in Kentucky. It is now required for family literacy staff who work with children. <i>The training consists of three modules:</i></p> <p>2 hours - Health, safety & sanitation 1 hour - Recognizing and reporting child abuse and neglect 3 hours - Recommended practices in early care and education</p>
Course objectives	<ul style="list-style-type: none"> • Learn the importance of maintaining a safe and healthy environment for young children. • Learn specific actions to prevent injuries and the spread of infectious diseases. • Learn to recognize the four types of child abuse and your responsibility to report child abuse and neglect, including what to report, when to report, and how to report. • Learn about the four basic areas of child development and specific ways to support children's growth and development in your program with the daily schedule, room arrangement, selecting and using play materials, guidance strategies and partnering with families.
Competencies Addressed	<p>1.2 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).</p> <p>2.7 Integrates work, family, and community-related activities into instruction.</p>
Prerequisites	None
Dates, Time, and Location	Available any time
Cost	\$25
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Patti Naber
Contact Information	Patti Naber, ECOOL Administrator patti.naber@uky.edu • (859) 257-7898
Registration Information	<p>Register online via www.KYVAE.org After September 1, go through PDtrack.</p>

ESL200V & ESL201F: Orientation to ESL

(Blended with online and face-to-face components)

Target Audience	Novice ESL instructors, administrative practitioners, tutors and personnel engaged with non-native English speakers in adult education.
Specialty Track	English as a second language orientation for new instructors and tutors
Description	Participants will engage in activities designed to give broad overview of ESL topics, strategies and instructional methods to enhance the performance of new ESL teachers and tutors with the ultimate goal of improving student outcomes. The companion to this “blended” course is a mandatory face-to-face training session. (More experienced instructors may find this course useful as a “refresher”.)
Course objectives	<ul style="list-style-type: none"> • Participants will know the impact of immigrant populations on adult education in Kentucky. • Participants will understand the basic underlying theories of second language acquisition as they pertain to adult English language learners, • Participants will become familiar with format and content of the five (5) state-mandated ESL tests and other informal assessment tools. • Participants will know the most commonly utilized structural and communicative approaches in ESL methodology and employ them • Participants will identify primary components of an effective ESL lesson plan and design a lesson • Participants will be able to utilize online resources and other materials relevant to the teaching of adult ESL learners
Learning Activities	Case study; Computer/internet; Group reflection; Practice, review, evaluate; video
Competencies Addressed	<p>Adult Education Instructor:</p> <ol style="list-style-type: none"> 1.7 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members. 2.1 Identifies and responds to learners’ individual and group needs, interests, and goals when developing instructional plans 2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction
Prerequisites	Online portion to “precede” face-to-face session.
Dates, Time, and Location	<p>Online component always available</p> <p>Face-to-face sessions will all meet from 9 a.m. to 12 noon:</p> <p>July 22 / KYAE-Frankfort</p> <p>October 7 / South KY</p> <p>December 9 / East KY</p> <p>March 10 / West KY</p> <p>May 12 / Central KY</p>
Cost	No Cost
PDU	1 PDU for investigate
Facilitator or Trainer name(s)	Maurice F. White
Contact Information	ma.white@moreheadstate.edu • (606)783-9303
Registration Information	<p>Rebecca Nelson, r.nelson@moreheadstate.edu</p> <p>After September 1, go through PDtrack.</p>

ESL210F: ESL Methodology I

Target Audience	Novice ESL instructors, administrative practitioners, tutors and personnel engaged with non-native English speakers in adult education.
Specialty Track	English as a second language methodology
Description	Overview and application of ESOL teaching methods specifically designed for less-experienced ESL instructors (with an emphasis on aural/oral skills)
Course objectives	<ul style="list-style-type: none"> • Participants will examine & employ the most effective methods in ESL • Participants will read & discuss what professionals in the field recommend • Participants will select a method and design and deliver a mini-lesson
Learning Activities	Case study; Computer/internet; Group reflection; Practice, review, evaluate; video
Competencies Addressed	<p>Adult Education Instructor:</p> <ul style="list-style-type: none"> 1.7 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members. 2.7 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans. 2.8 Uses a variety of instructional strategies and tools appropriate to the learner, including individual and group instruction 3.8 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations 3.10 Manages learning activities in a technology-enhanced environment.
Prerequisites	None
Dates, Time, and Location	<p>All sessions meet 9 a.m. to 4 p.m. on:</p> <p>August 18 / Location TBA</p> <p>November 3 / West KY</p> <p>January 19 / KYAE-Frankfort</p>
Cost	No cost
PDU	1 PDU for Investigate
Facilitator or Trainer name(s)	Maurice F. White
Contact Information	<p>Maurice F. White</p> <p>ma.white@moreheadstate.edu • (606) 783-9303</p>
Registration Information	<p>Rebecca Nelson</p> <p>r.nelson@moreheadstate.edu • (606) 783-2026</p> <p>After September 1, go through PDtrack.</p>

ESL211F: ESL Lesson Planning I

Target Audience	Novice ESL instructors, administrative practitioners, tutors and personnel engaged with non-native English speakers in adult education.
Specialty Track	English as a second language methodology
Description	Overview and application of ESOL teaching methods specifically designed for less-experienced ESL instructors (with an emphasis on aural/oral skills)
Course objectives	<ul style="list-style-type: none"> • Participants will examine & employ the most effective methods in ESL • Participants will read & discuss what professionals in the field recommend • Participants will select a method and design and deliver a mini-lesson
Learning Activities	Case study; Computer/internet; Group reflection; Practice, review, evaluate; video
Competencies Addressed	<p>Adult Education Instructor:</p> <p>1.7 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members.</p> <p>2.7 Identifies and responds</p>
Prerequisites	None
Dates, Time, and Location	<p>All sessions meet 9 a.m. to 4 p.m. on:</p> <p>September 15 / West KY</p> <p>December 15 / South KY</p> <p>February 9 / Central KY</p>
Cost	No cost
PDU	1 PDU for Investigate
Facilitator or Trainer name(s)	Maurice F. White
Contact Information	<p>Maurice F. White</p> <p>ma.white@moreheadstate.edu • (606) 783-9303</p>
Registration Information	<p>Rebecca Nelson</p> <p>r.nelson@moreheadstate.edu • (606) 783-2026</p> <p>After September 1, go through PDtrack.</p>

ESL212F: Workplace ESL

Target Audience	ESL instructor, administrative practitioners, tutor and personnel engaged with non-native English speakers in adult education.
Specialty Track	English as a second language methodology
Description	Participants will engage in activities & discussion focused on WESL standards, issues & best practices in recruitment, assessment, curricula & program design
Course objectives	<ul style="list-style-type: none"> • Establish an understanding of the employer's priorities, concerns and considerations when considering WESL education • Prepare participants for successful negotiations with employers • Assist participants in how to make judicious choices in designing WESL curricula, organizing information, and student & program assessment
Learning Activities	Case study; Computer/internet; Group reflection; Practice, review, evaluate; video
Competencies Addressed	<p>Adult Education Instructor:</p> <ul style="list-style-type: none"> 1.4 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members. 2.1 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans 2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction. 3.4 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations. 3.7 Manages learning activities in a technology-enhanced environment
Prerequisites	None
Dates, Time, and Location	<p>All sessions meet 9 a.m. to 4 p.m. on:</p> <p>September 29 / Central KY</p> <p>April 14 / West KY</p>
Cost	No cost
PDU	1 PDU for Investigate
Facilitator or Trainer name(s)	Maurice F. White
Contact Information	<p>Maurice F. White</p> <p>ma.white@moreheadstate.edu • (606) 783-9303</p>
Registration Information	<p>Rebecca Nelson</p> <p>r.nelson@moreheadstate.edu • (606) 783-2026</p> <p>After September 1, go through PDtrack.</p>

ESL220V: ESL/CivicsLink

Target Audience	Instructor
Specialty Track	ESL
Description	<p>ESL/CivicsLink is a flexible new online professional development system for adult education ESL teachers. Developed by adult educators for adult educators and tested in the field, this innovative web-based product is managed by KET.</p> <p>The ESL/CivicsLink online professional development system...</p> <ul style="list-style-type: none"> • covers core issues in teaching ESL and civics. • encourages active engagement through project-based learning. • provides customized portfolios in which teachers save journal entries, lesson plans, project work and resources. • provides teachers with a collaboration tool via threaded discussions. • includes relevant online and offline resources.
Course objectives	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • teach English to speakers of other languages, • enhance cross-cultural awareness, and • integrate English literacy instruction and civics education.
Learning Activities	Computer/internet; Dialog & Discussion; review and evaluate.
Competencies Addressed	<p>1.2 Develops and maintains an in-depth knowledge base in primary content areas and in other relevant areas (i.e. literacy, ABE/GED, ESL, workplace, family education, and citizenship.)</p> <p>1.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.</p> <p>1.5 Demonstrates knowledge, skills and understanding of technology.</p> <p>2.1 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.</p> <p>2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction</p> <p>2.3 Provides opportunities for learners to use personal experiences as a context for applying knowledge.</p> <p>2.7 Integrates work, family and community-related activities into instruction.</p> <p>2.9 Is sensitive to and accommodates diverse learning styles, abilities, cultures and experiences, including learners who have disabilities and other special needs.</p> <p>7.7 Practices equitable and legal use of computers and technology in professional activities.</p> <p>7.11 Uses computers and other technology for individual and small group learning activities.</p>
Prerequisites	KYAE200: Orientation to Adult Education
Dates, Time, and Location	Completely online
Cost	No cost to KYAE-funded providers
PDU's	Investigate (1), Application & Evaluate (5)
Facilitator or Trainer name(s)	
Content Information	KYVU Call Center • 877-740-4357
Registration Information	www.kyvae.org

ESL290F: BEST Plus Implementation Workshop

Target Audience	ESL instructors, administrative practitioners, tutors and personnel engaged with non-native English speakers in adult education.
Specialty Track	English as a second language
Description	<p>The BEST Plus is an individually administered face-to-face oral interview designed to assess the English language proficiency of adult English language learners.</p> <p>It assesses interpersonal conversational communication using everyday language. It comes in two forms, computer adaptive and print based. This training is required before utilizing the BEST Plus. (CAL no longer offers training on the BEST assessment and recommends that programs transition to the BEST Plus) The six hour training agenda includes an overview, introduction to scoring, practice scoring, practice test administration and a Q & A session.</p>
Course objectives	<ul style="list-style-type: none"> • Recognize the importance of assessing student language abilities • Describe the nature of the language assess BEST Plus • Administer and score the BEST Plus oral interview • Run the BEST Plus CD • Interpret BEST Plus scores, and • Create score reports
Learning Activities	Computer/internet; demonstration; Dialog & Discussion; Group reflection; Practice & Review; Simulation
Competencies Addressed	<p>Program Director Standards:</p> <p>2.2 Conducts and analyzes various needs assessment to determine staff, learner and community need</p> <p>6.1 Plans, promotes and participates in professional development to meet local, state and national standards</p> <p>Adult Education Instructor Standards:</p> <p>3.2 Administers appropriate standardized assessment instruments consistent with KYAE guidelines.</p> <p>3.3 Interprets initial formal and informal assessment results with the learner and develops appropriate</p> <p>3.4 Uses formal and informal assessment data monitor and document learner progress</p>
Prerequisites	None
Dates, Time, and Location	<p>All sessions to meet 9 a.m. to 4 p.m. on:</p> <p>October 27 / KYAE-Frankfort</p> <p>April 27 / KYAE-Frankfort</p>
Cost	None
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Maurice F. White
Contact Information	<p>Maurice F. White</p> <p>ma.white@moreheadstate.edu • (606) 783-9303</p>
Registration Information	<p>Rebecca Nelson</p> <p>r.nelson@moreheadstate.edu • (606) 783-2026</p> <p>After September 1, go through PDtrack.</p>

ESL295F: CASAS-ESL Implementation Training

Target Audience	ESL Instructors
Specialty Track	English as a Second Language
Description	The Quality Assessment and Accountability System (CASAS) requires programs to take this training prior to purchasing CASAS assessment materials. This workshop introduces CASAS for ESL. Teachers will learn how to how to assess, monitor and document learner progress using CASAS and will learn how to link assessment to curriculum and instruction. The course emphasis is on reading and listening for the ESL learner.
Course objectives	Attendees will: <ul style="list-style-type: none"> • Explore the CASAS and competency-based system • Learn to select and use appropriate CASAS assessment instruments • Interpret assessment results to target instruction, evaluate learning gains, and plan program and report results • Review the CASAS Instructional Materials Guide and Quick Search to identify instructional resources correlated to CASAS competencies
Learning Activities	Demonstration; Dialog & Discussion; Group reflection; Practice, Simulation, Small group activities; video.
Competencies Addressed	Adult Education Instructor: 3.2 Administers appropriate standardized assessment instruments consistent with KYAE guidelines.
Prerequisites	Orientation to Adult Education (AE200)
Dates, Time, and Location	September 30, 8:30-4:30, Room 204 at the Gheens Academy, Louisville Additional offerings will be in the Spring 2006. Date and locations TBD.
Cost	No cost to KYAE funded providers
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Art Dietz Marvin (Pete) Raisor
Contact Information	Joyce Bullock Joyce.Bullock@ky.gov • (502) 573-5114, ext 118
Registration Information	PDtrack

ESL310F: ESL Methodology II

Target Audience	ESL instructors, administrative practitioners, tutors and personnel engaged with non-native English speakers in adult education.
Specialty Track	English as a second language methodology
Description	Part 2 of ESL Methodology. Overview & application of ESL teaching methods specifically designed for ESL instructors with 2+ years of ESL teaching experience (with an emphasis on reading & writing skills, and grammar)
Course objectives	<ul style="list-style-type: none"> • Participants will examine & employ the most effective methods in ESL • Participants will read & discuss what professionals in the field recommend • Participants will select a method and design and deliver a mini-lesson
Learning Activities	Demonstration; Dialog & Discussion; Group Reflection; Practice, review, and evaluate; Simulation; Small group activities; Video
Competencies Addressed	<p>Adult Education Instructor:</p> <ul style="list-style-type: none"> 1.7 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members. 2.7 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans. 2.8 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction. 3.8 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations. 3.10 Manages learning activities in a technology-enhanced environment.
Prerequisites	ESL 210F
Dates, Time, and Location	<p>All sessions to meet 9 a.m. to 4 p.m. on:</p> <p>August 19 / Central KY</p> <p>November 4 / KYAE-Frankfort</p> <p>January 20 / East KY</p>
Cost	No Cost
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Maurice F. White
Contact Information	<p>Maurice F. White</p> <p>ma.white@moreheadstate.edu • (606) 783-9303</p>
Registration Information	<p>Rebecca Nelson</p> <p>r.nelson@moreheadstate.edu • (606) 783-2026</p> <p>After September 1, go through PDtrack.</p>

ESL311F: ESL Lesson Planning II

Target Audience	ESL instructors, administrative practitioners, tutors and personnel engaged with non-native English speakers in adult education.
Specialty Track	English as a second language methodology
Description	Part 2 of Lesson Planning. Overview & application of ESL teaching methods specifically designed for ESL instructors with 2+ years of ESL teaching experience (with an emphasis on reading & writing skills, and grammar).
Course objectives	<ul style="list-style-type: none"> • Participants will examine & employ the most effective methods in ESL • Participants will read & discuss what professionals in the field recommend • Participants will select a method and design and deliver a mini-lesson
Learning Activities	Case Study; Demonstration; Dialog & Discussion; Group Reflection; Practice, review, and evaluate; Simulation; Small group activities; Video
Competencies Addressed	<p>Adult Education Instructor:</p> <ol style="list-style-type: none"> 1.8 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members. 2.9 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans. 2.10 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction. 3.11 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations. 3.7 Manages learning activities in a technology-enhanced environment.
Prerequisites	ESL 211F
Dates, Time, and Location	<p>All sessions to meet 9 a.m. to 4 p.m. on:</p> <p>September 16 / Central KY</p> <p>December 16 / East KY</p> <p>February 10 / West KY</p>
Cost	No Cost
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Maurice F. White
Contact Information	<p>Maurice F. White</p> <p>ma.white@moreheadstate.edu • (606) 783-9303</p>
Registration Information	<p>Rebecca Nelson</p> <p>r.nelson@moreheadstate.edu • (606) 783-2026</p> <p>After September 1, go through PDtrack.</p>

ESL312F: ESL Curriculum and Instruction

Target Audience	ESL instructors, administrative practitioners, tutors and personnel engaged with non-native English speakers in adult education.
Specialty Track	English as a second language methodology
Description	This workshop examines the design of curriculum from scratch or the ongoing maintenance of a program. The curriculum process is represented as sequential, beginning with needs analysis, then moving through ordered stages to objectives, testing, materials and evaluation. What are the most effective means for meeting objectives that reflect the perceived needs of the students and for helping them achieve those objectives?
Course objectives	<ul style="list-style-type: none"> • Analyze curriculum development process in sample program cases • Critique model curricula • Review instructional techniques • Learn strategies for teaching Adult ESL • Develop lesson plans
Learning Activities	Case Study; Computer/Internet; Demonstration; Dialog & Discussion; Group Reflection; Practice, review, and evaluate; Simulation; Small group activities; Video
Competencies Addressed	<p>Adult Education Instructor:</p> <ol style="list-style-type: none"> 1.1 Develops and maintains knowledge base in adult learning and developing 2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction 2.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner 2.8 Effectively integrates current and appropriate media and technology as tools for instruction 3.1 Collaborates with learners to identify needs, strengths and goals, and advises or refers them to appropriate programs (and levels of instruction). 3.5 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations
Prerequisites	ESL 200V & F / ESL 210F / ESL 211F
Dates, Time, and Location	<p>All sessions to meet 9 a.m. to 4 p.m. on:</p> <p>October 21 / West KY</p> <p>April 21 / Central KY</p>
Cost	No Cost
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Maurice F. White
Contact Information	<p>Maurice F. White</p> <p>ma.white@moreheadstate.edu • (606) 783-9303</p>
Registration Information	<p>Rebecca Nelson</p> <p>r.nelson@moreheadstate.edu • (606) 783-2026</p> <p>After September 1, go through PDtrack.</p>

FAM200V: Foundations in Family Literacy (Online)

Target Audience	Family Literacy instructors and program directors, Adult Education instructors and program directors
Specialty Track	Family Literacy
Description	For the first time, this required training for new programs and staff will include 7 hours online (3.5 hours pre- and 3.5 hours post) combined with two days of face-to-face training. The training is designed to provide a basic overview of the principles and practices of family literacy and the scientifically-based research that supports those practices. Developed by the National Center for Family Literacy, the first 3.5 hours must be completed prior to attending the face-to-face session. The “post” 3.5 hours includes a project to implement back in your program and participation with your classmates in a moderated listserv.
Course objectives	<ul style="list-style-type: none"> • Gain a basic understanding of family literacy and its four components. • Learn how to integrate the four components to create a comprehensive family literacy program that meets Kentucky Family Literacy Performance Indicators. • Gain exposure to the reading research that underpins the four components of family literacy
Learning Activities	Case study; Computer/internet; Dialog & Discussion; Group reflection; Practice, review and evaluate.
Competencies Addressed	<p>Adult Education Instructor:</p> <p>I.3 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).</p>
Prerequisites	None.
Dates, Time, and Location	<p>First Session — Completed between July 5 and Aug. 9, 2005</p> <p>Second Session — Completed between Dec. 1, 2005 and Jan. 25, 2006</p>
Cost	No cost to KYAE-funded providers
PDU s	Required for new Family Literacy staff; 1 PDU for investigation; 5 PDUs for implementation and evaluation.
Facilitator or Trainer name(s)	Kathy Y. Stovall Robinson, Kentucky Institute for Family Literacy Nancy Lovett, Calloway County Early Childhood RTC
Contact Information	Kathy Y. Stovall-Robinson krobinson@famlit.org • (502) 584-1133, ext. 183
Registration Information	<p>www.kyvae.org</p> <p>After September 1, go through PDtrack.</p>

FAM201F: Foundations in Family Literacy (Face to Face)

Target Audience	Family Literacy instructors and program directors, Adult Education instructors and program directors
Specialty Track	Family Literacy
Description	This interactive, research-based training provides foundational understanding of the four essential components of family literacy (Adult Education, Parent Time, Parent and Child Together Time [PACT] and Children's Education). Developed by the National Center for Family Literacy, this two-day face-to-face session includes information specific to Kentucky family literacy programs. FAM200V (online pre- and post-training) must be completed to receive credit.
Course objectives	<ul style="list-style-type: none"> • Gain a basic understanding of family literacy and its four components. • Learn how to integrate the four components to create a comprehensive family literacy program that meets Kentucky's Family Literacy Performance Indicators. • Gain exposure to the reading research that underpins the four components of family literacy
Learning Activities	Case study; Group reflection; small group activities; video.
Competencies Addressed	<p>Adult Education Instructor:</p> <p>1.3 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).</p> <p>2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.</p> <p>2.7 Integrates work, family, and community-related activities into instruction.</p>
Prerequisites	FAM200V, 3.5 hours "pre" work.
Dates, Time, and Location	<p>Aug. 10 – 11, 2005, Hilton Garden, Louisville</p> <p>Jan. 26 – 27, 2006, Galt House, Louisville</p>
Cost	No cost to KYAE funded providers
PDU	Required for new Family Literacy staff; 1 PDU for investigation; 5 PDUs for implementation and evaluation.
Facilitator or Trainer name(s)	Kathy Y. Stovall Robinson, Kentucky Institute for Family Literacy Nancy Lovett, Calloway County Early Childhood RTC
Contact Information	Kathy Y. Stovall-Robinson krobinson@famlit.org • (502) 584-1133, ext. 183
Registration Information	Justin Keibler, jkeibler@famlit.org • (502) 584-1133, ext. 185 After September 1, go through PDtrack.

FAM230F: Parenting with a Literacy Focus

Target Audience	Family Literacy instructors and program directors, Adult Education instructors and program directors
Specialty Track	Family Literacy
Description	This six-hour training provides activities and lesson plans for building children's literacy through the parenting component. Based on scientifically-based reading research as well as research on parenting education, it will give participants the opportunity to plan a parenting agenda and practice dialogic reading techniques. All participants will receive a high quality manual with planning resources as well as a template to implement and evaluate a project for additional professional development credit.
Course objectives	<ul style="list-style-type: none"> • Learn to plan an effective lesson for parenting that supports children's literacy development. • Learn and practice research-based strategies such as dialogic reading and partner reading.
Learning Activities	Demonstration; Dialog & Discussion; Group reflection; Practice, review and evaluate; Small group activities; video.
Competencies Addressed	<p>Adult Education Instructor:</p> <p>1.5 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).</p> <p>2.3 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.</p>
Prerequisites	Foundations in Family Literacy
Dates, Time, and Location	February 10, 2006, Tourism Center, Elizabethtown
Cost	No cost to KYAE funded providers
PDU	1 PDU or 6 PDUs if post-training implementation project is completed.
Facilitator or Trainer name(s)	Bonnie Lash Freeman, National Center for Family Literacy
Contact Information	Kathy Y. Stovall-Robinson krobinson@famlit.org • (502) 584-1133, ext. 183
Registration Information	Justin Keibler, jkeibler@famlit.org • (502) 584-1133, ext. 185 After September 1, go through PDtrack.

FAM240F: Kentucky Early Childhood Standards

Target Audience Family Literacy instructors

Specialty Track Family Literacy

Description In 2003 the KIDS NOW Initiative developed and distributed *Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards*, to be used by all early care and education providers as well as by parents. Knowledge of these standards, which align with Kentucky's core content for K-12, is critical for family literacy staff if they are to help parents become their child's first and most important teacher. The Kentucky Department of Education provides training on the Standards at various conferences and events during the year. Any session at least one hour in length will be accepted for professional development credit by KYAE.

Course objectives

- Learn about the Kentucky Early Childhood Standards.
- Begin to explore how the standards might be used in the parenting component of family literacy programs.

Learning Activities Dialog & Discussion; Group reflection; review and evaluate

Competencies Addressed

Adult Education Instructor:
 I.6 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).

Prerequisites None

Dates, Time, and Location

Offered throughout the year by the Division of Early Childhood Development, Kentucky Department of Education
www.education.ky.gov/KDE/Instructional+Resources/Preschool/

Cost No cost

PDUs 1 PDU for Investigate

Facilitator or Trainer name(s) Various trainers

Contact Information Kathy Y. Stovall-Robinson
 krobinson@famlit.org • (502) 584-1133, ext. 183

Registration Information Various

FAM300F: Collaborating for Component Integration

Target Audience	Family Literacy instructors and program directors, Adult Education instructors and program directors
Specialty Track	Family Literacy
Description	Component integration among adult education, children's education, parenting and PACT is the element that sets family literacy apart from other educational programs. Evaluations have shown that successful component integration is associated with greater educational gains for parents and children. All participants in this six-hour training will receive a high quality manual with planning resources as well as a template to implement and evaluate a project for additional professional development credit.
Course objectives	<ul style="list-style-type: none"> • Define component integration • Create core messages that determine the purpose and intent of family literacy services. • Assess the levels of integration within one's program • Develop lesson plans based on core messages, reading research constructs, and instructional strategies that reflect the goals, interests and needs of parents and children.
Learning Activities	Case study; Dialog & Discussion; Group reflection; review and evaluate; Small group activities.
Competencies Addressed	<p>Adult Education Instructor:</p> <p>1.8 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).</p> <p>2.4 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.</p> <p>2.7 Integrates work, family, and community-related activities into instruction.</p>
Prerequisites	Foundations in Family Literacy
Dates, Time, and Location	February 24, 2006, Ramada Inn, Lexington
Cost	No cost to KYAE funded providers
PDU	1 PDU for investigation; 5 PDUs for implementation and evaluation
Facilitator or Trainer name(s)	Bonnie Lash Freeman, National Center for Family Literacy
Contact Information	Kathy Y. Stovall-Robinson krobinson@famlit.org • (502) 584-1133, ext. 183
Registration Information	Justin Keibler, jkeibler@famlit.org • (502) 584-1133, ext. 185 After September 1, go through PDtrack.

FAM310F: Planning a Summer Program

Target Audience	Family Literacy instructors and program directors, Adult Education instructors and program directors
Specialty Track	Family Literacy
Description	This 6-hour training addresses the challenges programs may face in meeting the KYAE contract requirement to provide year-round services. The session will explore summer programming strategies to attract families and increase learning gains. Ideas for special programming, such as "Summer Reading Camps," will be shared by other family literacy programs. Participants will develop a plan for their 2006 summer program and, after its implementation, can submit documentation to receive additional PD credit for implementation and evaluation.
Course objectives	<ul style="list-style-type: none"> • Identify unique aspects to summer programs. • Identify partners, resources and reasonable outcomes for a summer program. • Create a plan for a 2006 summer program.
Learning Activities	Demonstration; Dialog & Discussion; Group reflection; review and evaluate; Small group activities.
Competencies Addressed	<p>Adult Education Instructor:</p> <p>1.9 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).</p> <p>2.5 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.</p> <p>2.7 Integrates work, family, and community-related activities into instruction.</p>
Prerequisites	Foundations in Family Literacy
Dates, Time, and Location	February 3, 2006, Ramada Inn, Lexington
Cost	No cost to KYAE funded providers
PDU	1 PDU for investigation; 5 PDUs for implementation and evaluation
Facilitator or Trainer name(s)	Kathy Y. Stovall-Robinson, Kentucky Institute for Family Literacy
Contact Information	Kathy Y. Stovall-Robinson krobinson@famlit.org • (502) 584-1133, ext. 183
Registration Information	Justin Keibler, jkeibler@famlit.org • (502) 584-1133, ext. 185 After September 1, go through PDtrack.

FAM320F: Parenting for Academic Success: A Curriculum for Families Learning English

Target Audience	Family Literacy instructors and program directors, ESL instructors
Specialty Track	Family Literacy
Description	This 6-hour training will support a new curriculum product developed by the National Center for Family Literacy and the Center for Applied Linguistics: <i>Parenting for Academic Success: A Curriculum for Families Learning English</i> . The accompanying training will help teachers learn to use the curriculum, which includes three content areas: language and literacy development, school and culture, home language and culture, in 12 instructional units. Participants will receive one set of the curriculum materials as well as support materials to implement and evaluate the curriculum for additional PD credit from KYAE.
Course objectives	<ul style="list-style-type: none"> • Learn to use a new parenting curriculum developed for English Language Learners • Learn to implement classroom and take-home activities appropriate for parenting and PACT with families learning English.
Learning Activities	Demonstration; Practice, review and evaluate; Small group activities.
Competencies Addressed	<p>Adult Education Instructor:</p> <p>1.10 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).</p> <p>2.6 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.</p>
Prerequisites	Foundations in Family Literacy or ESL Methodology I
Dates, Time, and Location	Oct. 28, 2005, Location TBA
Cost	No cost to KYAE funded providers
PDU's	1 PDU or 6 PDUs if post-training implementation project is completed.
Facilitator or Trainer name(s)	Janet Fulton, National Center for Family Literacy
Contact Information	Kathy Y. Stovall-Robinson krobinson@famlit.org • (502) 584-1133, ext. 183
Registration Information	Justin Keibler, jkeibler@famlit.org • (502) 584-1133, ext. 185 After September 1, go through PDtrack.

FAM330F: Effective Parent Engagement in Reading First & Read to Achieve Schools

Target Audience	Family Literacy instructors and program directors
Specialty Track	Family Literacy
Description	All Kentucky Reading First Schools are required to include family literacy in their plan to improve elementary reading achievement and Read to Achieve schools are strongly encouraged to address parent involvement. In a facilitated session, schools and family literacy programs will gain ideas for working together collaboratively to implement Reading First or Read to Achieve grants.
Course objectives	<ul style="list-style-type: none"> • Learn concrete, research-based strategies to engage parents in supporting their elementary child's reading achievement. • Develop a plan to implement in one's program that aligns parent involvement with the goals of Reading First or Read to Achieve
Learning Activities	Demonstration; Dialog & Discussion; Group reflection; review and evaluate; Small group activities.
Competencies Addressed	<p>Adult Education Instructor:</p> <p>1.11 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).</p> <p>2.7 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.</p>
Prerequisites	Foundations in Family Literacy
Dates, Time, and Location	Nov. 4, Gheens Academy, Louisville
Cost	No cost to KYAE funded providers
PDU s	1 PDU for investigation; 5 PDUs for implementation and evaluation
Facilitator or Trainer name(s)	Vanda Guffey, family literacy consultant Kathy Y. Stovall-Robinson, Kentucky Institute for Family Literacy
Contact Information	Kathy Y. Stovall-Robinson krobinson@famlit.org • (502) 584-1133, ext. 183
Registration Information	Justin Keibler, jkeibler@famlit.org • (502) 584-1133, ext. 185 After September 1, go through PDtrack.



FAM440F: Urban Strategies for Kentucky Family Literacy

Target Audience	Family Literacy instructors, adult education instructors and program managers from urban programs
Specialty Track	Family Literacy
Description	This initiative will address the unique challenges of the state's large, urban family literacy programs. Participating program staff will attend two days of training over a five month period and will implement at least one program strategy during the months in between the training. Participants will hear from experts in urban issues, demographic analysis and cultural diversity and will receive on-site support in implementing a strategy to improve enrollment and program performance.
Course objectives	<ul style="list-style-type: none"> • Develop strategies for program design that enable programs to "scale up" to meet enrollment and performance goals. • Identify cultural issues among target groups that might hinder or enhance program recruitment. • Develop and evaluate an implementation plan. • Share best practices with other participants.
Learning Activities	Computer/internet; Dialog & Discussion; Group reflection; Panel presentation; Practice, review and evaluate; Small group activities.
Competencies Addressed	<p>Kentucky Program Director:</p> <p>5.2 Monitors and Evaluates the program and uses data for continuous program improvement</p> <p>7.1 Builds partnerships with various organizations to enhance the availability, quality and delivery of services.</p> <p>7.2 Advertises and promotes program services and availability to build program capacity.</p> <p>Adult Education Instructor:</p> <p>4.1 Establishes and builds working relationships with community agencies and institutions</p>
Prerequisites	Foundations in Family Literacy or Orientation to Adult Education
Dates, Time, and Location	<p>Oct. 21, 2005—Part 1, Louisville</p> <p>March 10, 2006—Part 2, Lexington, site TBD</p> <p>9 a.m. – 4 p.m. each day</p>
Cost	No cost to KYAE funded providers
PDU s	1 PDU for investigation; 5 PDUs for implementation and evaluation
Facilitator or Trainer name(s)	Cindy Read, Kathy Y. Stovall-Robinson, Kentucky Institute for Family Literacy; Bonnie Freeman, Nat'l Center for Family Literacy and others
Contact Information	Cindy Read cread@famlit.org • (502) 584-1133, ext. 184
Registration Information	Justin Keibler, jkeibler@famlit.org • (502) 584-1133, ext. 185 After September 1, go through PDtrack.

KAE210F: Introduction to AERIN

Target Audience	New AERIN users.
Specialty Track	ABE/GED; English as a Second Language; Leadership Development; Family Literacy; Workplace; Corrections
Description	Learn how to record data for student activities. You will get your log in information and will use the AERIN system.
Course objectives	<ul style="list-style-type: none"> • Enter student registration information into AERIN and attainment of goals. • Learn how to generate reports.
Learning Activities	Computer/internet; Demonstration; Dialog & Discussion; Practice, Simulation.
Competencies Addressed	Adult Education Instructor: 6.2 Collects and manages accurate data for program improvement and accountability.
Prerequisites	Basic Computer Skills
Dates, Time, and Location	August and September - check online PD calendar
Cost	No cost to KYAE funded providers
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Terry Tackett and David Walters
Contact Information	Terry Tackett Terry.Tackett@ky.gov • (502) 573-5114, ext. 107
Registration Information	Tammy Powers Tammy.Powers@ky.gov • (502) 573-5114, ext. 114 After September 1, go through PDtrack.



KAE211F: Advanced AERIN Techniques

Target Audience	Current AERIN users; program managers.
Specialty Track	ABE/GED; English as a Second Language; Leadership Development; Family Literacy; Workplace; Corrections
Description	Learn the AERIN system updates and advanced functionalities. Participants will get time for Q & A.
Course objectives	<ul style="list-style-type: none"> • Learn system updates. • Question and Answer session.
Learning Activities	Select from all of the following: Computer/internet; Dialog & Discussion
Competencies Addressed	Adult Education Instructor: 6.2 Collects and manages accurate data for program improvement and accountability.
Prerequisites	Introduction to AERIN
Dates, Time, and Location	August and September - check online PD calendar
Cost	No cost to KYAE funded providers
PDU	1 PDU for Investigate
Facilitator or Trainer name(s)	Terry Tackett and David Walters
Contact Information	Terry Tackett Terry.Tackett@ky.gov • (502) 573-5114, ext. 107
Registration Information	Tammy Powers Tammy.Powers@ky.gov • (502) 573-5114, ext. 114 After September 1, go through PDtrack.



KAE220F: PDtrack Implementation

Target Audience	Program Directors, instructors. Anyone with KYAE PD requirements
Specialty Track	ABE/GED; Corrections; English as a Second Language; Leadership; Family Literacy; Technology; Workplace
Description	Computer class with hands-on instruction using the new KYAE PDtrack web-based professional development management system.
Course objectives	<ul style="list-style-type: none"> • Learn how to log on to PDtrack and practice using the system. • Practice adding a new entry into the catalog. • Identify courses to select and add them to the cart feature. • Complete an IPDP online. • Access a PD transcript • Archive documents in an ePortfolio. • Generate a PD report for your program.
Learning Activities	Discussion; Demonstration; Internet; Practice & Review.
Competencies Addressed	<p>1.5 Demonstrates knowledge, skills, and understanding of technology.</p> <p>3.7 Manages learning activities in a technology-enhanced environment.</p> <p>5.3 Assesses personal strengths and weaknesses as a basis for developing a professional growth plan.</p> <p>5.6 Uses technology resources to engage in ongoing professional development.</p>
Prerequisites	KYAE 200: Orientation to Adult Education
Dates, Time, and Location	Workshops will be provided in various regions of the state. Local programs may call for training at their site. Seating is limited to 20 and a computer lab is necessary. Dates, times, and locations will be announced in September.
Cost	No cost to KYAE funded providers
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Sandra Kestner
Contact Information	Sandra.Kestner@ky.gov • 502-573-5114, ext 108
Registration Information	After September 1, go through PDtrack.



KPA200: Using the Paraeducator Assessment

Target Audience	Workforce Instructors; Workforce Instructor Supervisors
Specialty Track	Workforce Education
Description	This course is designed for Adult Education instructors who will be providing instruction and assessment for paraeducators. The course provides a basic overview of the paraeducator assessment process, a copy of the study guide, the assessments and the answer keys.
Course objectives	<ul style="list-style-type: none"> • Informs AE instructors of the protocol associated with paraeducator training. • Provides instructors with curriculum materials for paraeducator training. Including • Pre Assessment Training • Preparing for the Assessment • General Proctor Guidelines Scoring • Documenting the Assessment • Post Assessment Training
Learning Activities	Computer/internet
Competencies Addressed	WP Standards 2.2 Delivers instruction on workplace essential skills 3.1 Assesses skill level of learners based on workplace needs. 5.2 Adheres to workplace project goals and objectives and evaluates outcomes.
Prerequisites	Must have completed AE100
Dates, Time, and Location	online
Cost	No cost to KYAE funded providers
PDU	Professional Development Units based on: Investigate (1); Application & Evaluate (5); Dissemination (4); Demonstrate (5).
Facilitator or Trainer name(s)	D.J. Begley
Contact Information	D.J. Begley donniej.begley@kctcs.edu • (606) 487-3333
Registration Information	www.kyvae.org After September 1, go through PDtrack.

KYAE200V: Orientation to Adult Education

Target Audience	All newly hired Kentucky adult educators: Instructors, instructor's aides, program directors; and other management staff. For anyone who needs a refresher.
Specialty Track	Adult Learning Theory and Practice
Description	<p>This online course introduces new adult education practitioners to background information needed in order to provide services to adult learners in Kentucky.</p> <p>Topics include: Adult Education in Kentucky; The Adult Learner; Student Orientation and Goal Setting; Assessment; Tracking Student Progress; Special Topics in Adult Education; Looking Ahead. The course is interactive with activities to build knowledge and quizzes to test understanding of course concepts.</p>
Course objectives	<ul style="list-style-type: none"> • Identify the philosophy, goals, and strategic agenda for adult education in Kentucky. • Review characteristics of the adult learner. • Administer appropriate standardized assessment and interpret results. • Recognize how goal setting will improve student outcomes. • Review regulations, policy, and NRS data for program accountability. • Recognize how a variety of adult education services can build program capacity. • Understand the role of educators to the field of adult education.
Competencies Addressed	<p>Instructor:</p> <ul style="list-style-type: none"> 1.1 Develops a knowledge base in adult learning and development. 3.2 Administers appropriate standardized assessment instruments. 3.5 Evaluates and aligns instruction with learner goals 6.1 Maintains knowledge of program regulations, policy, and procedures. 6.2 Collects and manages accurate data for program improvement.
Prerequisites	Registrants must be able to use the computer on their own and know how to contact technical support when necessary.
Dates, Time, and Location	Available anytime at www.kyvae.org
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Sandra Kestner
Contact Information	KYVU Call Center toll-free 877-740-4357
Registration Information	Visit the KYVAE.org website at www.kyvae.org

LD 200: Learning Disabilities Training For Adult Educators

Target Audience	Adult Education Instructors and Program Directors
Specialty Track	ABE/GED
Description	Bridges to Practice answers specific questions regarding legal issues, curriculum, instructional methods, how to screen for learning disabilities and how to provide quality services to adults with learning disabilities.
Course objectives	<ul style="list-style-type: none"> • At the completion of this course participants will: • Understand how to serve and provide resources for adults with LD. • Provide or refer adults for accurate learning disability assessment • Be aware of the legal issues related to serving adults with LD • Develop a curriculum/instructional plan to serve LD adults • Develop instructional adaptations and accommodations for LD students • Create an appropriate learning environment for adult with LD
Learning Activities	Case study; Computer/internet
Competencies Addressed	<p>1.2 Develops and maintains an in-depth knowledge base in primary content area and 1 other relevant areas</p> <p>1.3 Know how to instruct and/or refer adults who have learning disabilities and other special needs</p> <p>2.1 Identifies and responds to learners' individual and group needs, interest and goals when developing instructional plans</p> <p>2.9 Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs</p>
Prerequisites	KYAE 200: Orientation to Adult Education
Dates, Time, and Location	Available on line through www.kyvae.org
Cost	No cost to KYAE funded providers
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Donna Potter
Contact Information	Donna Potter Donna.Potter@ky.gov • (502) 573-5114, ext. 121
Registration Information	www.kyvae.org After September 1, go through PDtrack.

PL 200: Introduction to PLATO learning software

Target Audience	Adult Education Instructors
Specialty Track	ABE/GED; Workplace; Corrections; Reading & Writing; Mathematics
Description	This online course will introduce adult educators to the PLATO curriculum, its features and benefits for distance learners. PLATO will enable you to create online classes and make assignments that your students can complete when it is convenient for them. A familiarity with the Internet and the ANGEL course management system is required prior to enrollment in PL 200.
Course objectives	<p>Enable instructors to:</p> <ul style="list-style-type: none"> • Assist learners in registration for PLATO • Log into the PLATO management system • Assign appropriate lessons for learners • Monitor learners' progress • Utilize this online product appropriately as a distance-learning tool.
Learning Activities	Computer/Internet
Competencies Addressed	<p>Adult Education Instructor:</p> <ul style="list-style-type: none"> 1.1 Develops and maintains a knowledge base in adult learning and development. 1.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members. 2.7 Integrates work, family, and community-related activities into instruction. 2.8 Effectively integrates current and appropriate media and technology as tools for instruction 3.4 Uses formal and informal assessment data to monitor and document learner progress. 6.2 Collects and manages accurate data for program improvement and accountability.
Prerequisites	<p>KYAE 200: Orientation to Adult Education</p> <p>Completion of online course is required prior to being given a PLATO user account and access to the PLATO database. Registrants must be able to use the computer on their own and know how to contact their program's technical support when necessary. They must have a working email address and should be able to access and navigate the Web. They must also have mastered basic Windows and ANGEL skills.</p>
Dates, Time, and Location	Once prerequisites are met, instructors may complete this online course at any time.
Cost	Free to KYAE funded providers
PDU's	1 PDU for Investigate; 5 PDU for apply and evaluate
Facilitator or Trainer name(s)	TBD
Contact Information	<p>Erika Larson erika.larson@ky.gov • (502) 573-5114, ext. 104</p>
Registration Information	<p>www.kyvae.org After September 1, go through PDtrack.</p>

RDW300: Kentucky Adult Educators Literacy Institute

Target Audience	Adult educators who are employed in a KYAE funded adult education program and who successfully the university, KYAE and KAELI requirements as outlined in the Information booklet.
Specialty Track	Reading and Writing
Description	KAELI is a professional development initiative that provides an innovative, 3 hour graduate/undergraduate university course for adult educators in reading and writing, which is completed over a year. To complete KAELI, educators must enroll in the designated university course.
Course objectives	<p>The objectives for the KAELI students are to develop:</p> <ul style="list-style-type: none"> • a concept of reading comprehension and strategies for instruction • a concept of vocabulary and strategies for instruction • an understanding of the reading process • an understanding of the writing process • strategies for supporting adult learners • the ability to use inquiry based instruction • the ability to use technology and literature in literacy instruction a concept of reading/study skills and strategies for instruction
Learning Activities	<p>Besides the writing and research typically required by university coursework, KAELI students also take on the following tasks:</p> <ul style="list-style-type: none"> • KAELI Statewide Networking Seminars • Online Discussion Board • On-Line WebQuest • Follow-up Days and Peer Visits.
Competencies Addressed	<ul style="list-style-type: none"> 1.2 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy). 2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction 2.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learners 2.8 Effectively integrates current and appropriate media and technology as tools for instruction 3.3 Interprets initial formal and informal assessment results with learner and develops appropriate education plan 3.4 Uses formal and informal assessment data to monitor and document learner progress 5.2 Exhibits a positive attitude toward teaching as a vocation and values the well-being and achievement of each learner.
Prerequisites	<ul style="list-style-type: none"> • Meet university enrollment requirements at either graduate or undergraduate level • Be currently employed as an instructor in a KYAE-funded adult education program. (Preference will be given to those working 20 hours or more per week.) • Have completed KYAE's KYAE 200 Orientation to Adult Education and Orientation to Instruction and Curriculum • Receive written endorsement from Program Manager to participate in KAELI
Dates, Time, and Location	(Continued on next page)

RDW300: Kentucky Adult Educators Literacy Institute *(continued)***Dates, Time,
and Location****July 1**

Registration; course introduction; distribution of resources; and other activities provided at Western Kentucky University.

July 27-28

Intensive sessions focused on reading/writing strategies: group work; introduction to the KAELI WebQuest. Site to be announced.

September 22 - Marriott Louisville Downtown

Statewide Networking Seminar #1

October 28

University cadre follow-up session at Western Kentucky University

October/November or February/April

Peer visit or coaching visit – timing of visit determined in consultation with colleagues and KAELI director.

February 10

University cadre follow-up session at Western Kentucky University

May 5

Statewide Networking Seminar #2 at Lexington.

Presentation of certificates and awards.

Cost

No cost to those accepted into the course.

PDU's

8 PDU's

**Facilitator or
Trainer name(s)**

Directors: Dr. Pam Petty and Sherry Reid. Instructor Cassie Zippay

Contact Information

Toni-Ann Mills
(859) 257-6127

**Registration
Information**

Toni-Ann Mills
Tamill2@uky.edu • (859) 257-6127

READ200: Coaching Read on the Web

Target Audience ABE/GED; ESL; Leadership Development

Specialty Track This must be one of the following: ABE; Reading/Writing

Description This course is designed for Kentucky adult educators who facilitate students who are to be enrolled in READ100 - Read on the Web. Read on the Web is an online learning experience that uses voice-recognition technology to encourage adults to learn how to read. Learners set their own pace and facilitators can monitor progress online at any time. Read on the Web is designed for adult learners whose reading scores are at the lowest levels and who are eligible for adult basic education. It has also been used for adult learners who are enrolled in English as a Second Language programs. The product draws on current adult reading research and exemplary learning practices. The activities emphasize reading as a process. Built-in word processing facilities encourage the adult learner to see how reading and writing are connected. It encourages adult learners to choose their own activities and work at their own speed, increasing the likelihood of keeping reluctant learners in your adult education program.

This curriculum product was created by Kentucky Adult Education in partnership with the Kentucky Virtual University and the Collaborative Center for Literacy Development. The curriculum draws on current literacy research, exemplary learning practices and the use of groundbreaking technologies. Built into the curriculum are many layers of support (scaffolding) to assist the independent pursuit of literacy.

In order to offer "Read on the Web" to your adult learners, you will need to successfully complete this training course. In addition, you will need to purchase Dragon NaturallySpeaking and a headset with microphone in order to utilize the voice-recognition parts of the program.

Hardware requirements: microphone/headset for the speech-to-text component

Software requirements: You will need to download plugins (available in this course, READ200) and ask your Pomeroy Deskside Engineer to install Dragon NaturallySpeaking version 7. For more information on Dragon NaturallySpeaking, visit their website.

Course objectives

By the end of this course, successful completers should be able to:

- create and maintain the workstation environment to interact properly with Read on the Web;
- utilize the ANGEL course shell to log student activity usage data and private notes on each student;
- conduct an orientation or reception process that includes the appropriate assessment strategies to determine whether a candidate is eligible for adult education services and whether Read on the Web is an appropriate curriculum choice;
- be familiar with and effectively utilize the technical support resources available to all KYVAE registrants;
- start a list of local partners who are willing to set up equipped workstations and allow your learners to access their curriculum whenever the center is not available; and,
- reflect on the effectiveness of the READ100 course in your local center so to contribute to the state research project evaluating Read on the Web product overall.

Learning Activities *(Continued on next page)*

READ200: Coaching Read on the Web *(continued)*

Learning Activities	Computer/internet; Dialog & Discussion; Practice, review and evaluate
Competencies Addressed	<p>Written out with number (select the major focus)</p> <ul style="list-style-type: none"> 1.2 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas 1.5 Demonstrates knowledge, skills, and understanding of technology 2.1 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans 2.3 Provides opportunities for learners to use personal experiences as a context for applying knowledge 2.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learners 2.7 Integrates work, family, and community-related activities into instruction 2.8 Effectively integrates current and appropriate media and technology as tools for instruction 2.10 Creates a physical and interpersonal climate that is conducive to learning 2.11 Models communication, negotiation, decision-making, and problem-solving skills for learners 3.1 Collaborates with learners to identify needs, strengths and goals, and advises or refers them to appropriate programs (and levels of instruction) 3.7 Manages learning activities in a technology-enhanced environment 4.5 Uses media and technology to build student awareness of the community and world 5.5 Contributes to the profession of adult education through self-directed study, research, and interaction with colleagues 5.6 Uses technology resources to engage in ongoing professional development and lifelong learning 5.7 Advocates for literacy at the local and state level and explains the impact of under-education on employment and society
Prerequisites	KYAE200
Dates, Time, and Location	online via KYVAE.org, open-entrance, open-exit
Cost	No cost to KYAE funded providers
PDU's	1 PDU for Investigate, 5 PDU's for Application and Evaluation
Facilitator or Trainer name(s)	Toni-Ann Mills
Contact Information	Toni-Ann Mills (859) 257-6127
Registration Information	Toni-Ann Mills Tamill2@uky.edu • (859) 257-6127

TEC300: Pre-GED Connection Awareness & Implementation

Target Audience	Instructor, Instructional Assistant
Specialty Track	ABE/GED
Description	This training will allow you to “get acquainted” with the new series that is designed to offer more teaching options for those learners at the 6-8 grade level. The series integrates three components like its predecessor, GED Connection, video/broadcast, print material, and online activities. There are five workbooks including writing, reading, science, social studies, and mathematics. Attendees will receive a set of the Pre-GED Connection workbooks at the end of training (1 set per county).
Course objectives	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • Demonstrate how various media (particularly video, online, and print) can be successfully integrated into the adult education classroom. • Administer the GED Locator tests in order to appropriately place students in the PBS LiteracyLink products. • Generate instructional strategies to enhance the use of multimedia in the adult education classroom. • Share their experiences using multimedia, particularly GED Connection, in their classrooms.
Learning Activities	Computer/internet; Demonstration; Dialog & Discussion; Group reflection; Practice, review and evaluate, Small group activities; video.
Competencies Addressed	<p>1.5 Demonstrates knowledge, skills, and understanding of technology</p> <p>2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner, including individual and group instruction</p> <p>2.8 Effectively integrates current and appropriate media and technology as tools for instruction</p> <p>2.12 Develops lesson plans that integrate instruction across content areas to maximize student learning</p> <p>3.5 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations</p>
Prerequisites	KYAE 200: Orientation to Adult Education
Dates, Time, and Location	This workshop will be offered for groups of 10-20 on an as-needed basis. To schedule, contact Tonya Crum at tcrum@ket.org .
Cost	No cost to KYAE funded providers
PDU s	1 PDU for Investigate; 5 PDUs for apply and evaluate.
Facilitator or Trainer name(s)	Tonya Crum
Contact Information	Tonya Crum TCrum@ket.org • (859) 258-7009
Registration Information	Tonya Crum TCrum@ket.org • (859) 258-7009 After September 1, go through PDtrack.

TEC301: LiteracyLink Awareness and Implementation Training

Target Audience	Instructor, Program Director, Instructional Assistant
Specialty Track	ABE/GED
Description	Learn how to use multi-media series like KET's Workplace Essential Skills and GED Connection to reach different learning styles. During this one-day session we will view videos, online materials and review print materials. Instructors will also practice creating multi-media lesson plans for use in their adult education classrooms.
Course objectives	Participants will be able to: <ul style="list-style-type: none"> • Describe the LiteracyLink“ multi-media instructional system. • Design a plan that incorporates video, print and online components into their instructional practices.
Learning Activities	Computer/internet; Demonstration; Dialog & Discussion; Group reflection; Practice, review and evaluate; Simulation, Small group activities; video.
Competencies Addressed	<p>1.4 Knows and is sensitive to responsibilities of adults as workers, family members, citizens, and community members at local, state and national levels</p> <p>2.1 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans</p> <p>3.5 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations</p> <p>4.5 Uses media and technology to build student awareness of the community and world</p> <p>KY Administrative Practitioner Standards:</p> <p>2.1 Initiates and monitors the process of curriculum development and supports instructional strategies based on research in adult learning and development</p>
Prerequisites	KYAE 200: Orientation to Adult Education
Dates, Time, and Location	This workshop will be offered for groups of 10-20 on an as-needed basis. To schedule, contact Tonya Crum at tcrum@ket.org .
Cost	No cost to KYAE funded providers
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Tonya Crum
Contact Information	Tonya Crum TCrum@ket.org • (859) 258-7009
Registration Information	Tonya Crum TCrum@ket.org • (859) 258-7009 After September 1, go through PDtrack.

TEC310: Basic PLATO Workshop

Target Audience	Instructors
Specialty Track	ABE/GED; English as a Second Language; Workplace; Corrections
Description	This half-day training will prepare adult educators use PLATO features with their students.
Course objectives	Enable instructors to: <ul style="list-style-type: none"> • Create customized curriculum • Utilize this online product appropriately as a distance-learning tool.
Learning Activities	Computer/Internet; Practice, review and evaluate; Simulation, Small group activities
Competencies Addressed	Adult Education Instructor: <ul style="list-style-type: none"> 1.1 Develops and maintains a knowledge base in adult learning and development. 1.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members. 2.7 Integrates work, family, and community-related activities into instruction. 2.8 Effectively integrates current and appropriate media and technology as tools for instruction 3.4 Uses formal and informal assessment data to monitor and document learner progress. 6.2 Collects and manages accurate data for program improvement and accountability.
Prerequisites	KYAE 200: Orientation to Adult Education Orientation to Teaching Reading and Writing Orientation to Teaching Math PL 200: PLATO for Instructors
Dates, Time, and Location	TBA – check the PD calendar at www.kyvae.org
Cost	No cost to KYAE funded providers
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	
Contact Information	Erika Larson Erika.Larson@ky.gov • (502) 573-5114, ext. 104
Registration Information	www.kyvae.org After September 1, go through PDtrack

TEC350: Virtual Learning Regional Workshops

Target Audience	Trained PLATO, WIN and Literacy Link Instructors
Specialty Track	ABE/GED; Workplace; Corrections
Description	This workshop will help instructors master the core competencies of virtual teaching in the context of the three online products offered through KYVAE.
Course objectives	<p>Enable instructors to:</p> <ul style="list-style-type: none"> • Develop a plan to work with virtual learners • Implement effective virtual learning strategies • Collaborate and identify best practices that be can customized for individual learning centers
Learning Activities	Computer/Internet; Dialog & Discussion; Practice, review and evaluate; Small group activities
Competencies Addressed	<p>Adult Education Instructor:</p> <ul style="list-style-type: none"> 1.1 Develops and maintains a knowledge base in adult learning and development. 1.5 Demonstrates knowledge, skills, and understanding of technology. 2.1 Identifies and responds to learners' individual and group needs, interests, and goals when developing instruction. 2.8 Effectively integrates current and appropriate media and technology as tools for instruction 3.7 Manages learning activities in a technology-enhanced environment. 4.5 Uses media and technology to build student awareness of the community and world.
Prerequisites	KYAE 200: Orientation to Adult Education and completion of PLATO, WIN or Literacy Link online and face-to-face training
Dates, Time, and Location	TBA - check the PD calendar at www.kyvae.org for updates
Cost	No cost to KYAE funded providers
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	KYVAE
Contact Information	<p>Erika Larson Erika.Larson@ky.gov • (502) 573-5114, ext. 104</p>
Registration Information	<p>www.kyvae.org After September 1, go through PDtrack.</p>

WIN 200: Introduction to WIN educational software

Target Audience	Adult Education Instructors
Specialty Track	ABE/GED; Workplace; Corrections; Reading & Writing; Mathematics
Description	This online course will introduce adult educators to the WIN curriculum, its features and benefits for distance learners. The WIN curriculum can help your students excel in the workplace by mastering necessary skills like reading for information, locating information and applied mathematics.
Course objectives	<p>Enable instructors to:</p> <ul style="list-style-type: none"> • Assist learners in registration for WIN • Log into the WIN management system • Assist learners in selecting appropriate lessons • Monitor learners' progress • Utilize this online product appropriately as a tool for both distance and classroom learning.
Learning Activities	Computer/Internet
Competencies Addressed	<p>Adult Education Instructor:</p> <p>1.1 Develops and maintains a knowledge base in adult learning and development.</p> <p>1.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.</p> <p>2.7 Integrates work, family, and community-related activities into instruction.</p> <p>2.8 Effectively integrates current and appropriate media and technology as tools for instruction.</p> <p>3.4 Uses formal and informal assessment data to monitor and document learner progress.</p> <p>6.2 Collects and manages accurate data for program improvement and accountability.</p>
Prerequisites	<p>KYAE 200: Orientation to Adult Education</p> <p>A familiarity with the Internet and the ANGEL course management system is required prior to enrollment in WIN 200. Completion of online course is required prior to being given a WIN user account and access to the WIN database. Registrants must be able to use the computer on their own and know how to contact their program's technical support when necessary. They must have a working email address and should be able to access and navigate the Web. They must also have mastered basic Windows and ANGEL skills.</p>
Dates, Time, and Location	Once prerequisites are met, instructors may complete this online course at any time.
Cost	Free to KYAE funded providers
PDU's	1 PDU for Investigate
Facilitator or Trainer name(s)	Bill Seeley
Contact Information	<p>Erika Larson</p> <p>Erika.Larson@ky.gov • (502) 573-5114, ext. 104</p>
Registration Information	<p>www.kyvae.org</p> <p>After September 1, go through PDtrack</p>

WK200: WorkKeys and the KEC

Target Audience	Instructors
Specialty Track	ABE/GED; Workplace; Corrections
Description	This online course describes the WorkKeys assessment available through ACT. Learners may qualify for silver or gold Kentucky Employability Certificates (KECs) by scoring at defined levels on the WorkKeys assessment. The KEC provides documentation that your learners have the skills required for success in today's workplace. Upon completion of this course, educators obtain access to the forms required to offer the assessments and to order KECs in the community group WK99 - WorkKeys and the KEC.
Course objectives	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • Register their learning center as a computer-based or paper-based WorkKeys testing site • Order KECs for learners who qualify at the silver or gold levels • Assist learners in selecting appropriate lessons to prepare for WorkKeys testing • Utilize this online product appropriately as a tool for both distance and classroom learning.
Learning Activities	Computer/Internet
Competencies Addressed	<p>Adult Education Instructor:</p> <p>1.1 Develops and maintains a knowledge base in adult learning and development.</p> <p>1.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.</p> <p>2.7 Integrates work, family, and community-related activities into instruction.</p> <p>2.8 Effectively integrates current and appropriate media and technology as tools for instruction.</p> <p>3.4 Uses formal and informal assessment data to monitor and document learner progress.</p> <p>6.2 Collects and manages accurate data for program improvement and accountability.</p>
Prerequisites	<p>KYAE 200: Orientation to Adult Education</p> <p>WIN 200 OR PL 200</p> <p>WIN Workshop OR PLATO Workshop</p>
Dates, Time, and Location	Once prerequisites are met, instructors may complete this course online anytime
Cost	If no cost, put No cost to KYAE funded providers *****
PDU s	1 PDU for Investigate
Facilitator or Trainer name(s)	Erika Larson
Contact Information	<p>Erika Larson</p> <p>Erika.Larson@ky.gov • (502) 573-5114, ext. 104</p>
Registration Information	<p>www.kyvae.org</p> <p>After September 1, go through PDtrack.</p>

WP 200: WES Curriculum

Target Audience	Workforce Instructors; Workforce Instructor Supervisors
Specialty Track	Workforce Education
Description	The WES Curricula group provides virtual access to a library of workplace essential skills curricula, class instruction information, KYAE policies, essential documents and forms for use in workplace education, and a “connected” community to get and/or offer advice concerning workforce education.
Course objectives	<ul style="list-style-type: none"> • Gain knowledge of the KYAE Library/Repository for assessing curriculums, group ideas and research for KYAE Workforce Instructors responding to business and industry training request. • Acknowledge a continuing work-in-progress for adding, updating, and utilizing the Library/Repository. • Continually improve the manner and method of business and industry training in KY through the KYAE provider network and other training organizations.
Learning Activities	Review and evaluate
Competencies Addressed	WP Standards 2.2 Delivers instruction on workplace essential skills
Prerequisites	Must have completed WP 300
Dates, Time, and Location	TBA
Cost	No cost to KYAE funded providers
PDU	Professional Development Units based on: Investigate (1); Application & Evaluate (5); Dissemination (4); Demonstrate (5).
Facilitator or Trainer name(s)	KYAE Associate for Workforce Education
Contact Information	<p>Don Howerton Don.howerton@kctcs.edu • (270) 824-8582</p> <p>Billy Crabtree Billy.crabtree@kctcs.edu • (270) 901-1024</p>
Registration Information	<p>www.kyvae.org</p> <p>After September 1, go through PDtrack.</p>

WP 300: Orientation to Workplace Training

Target Audience	Workforce Instructors and Supervisors or Directors
Specialty Track	Workforce Education
Description	This course is designed to develop and improve the abilities of workforce instructors to gather data, seek out, present, market, design and implement workforce education curriculum in the businesses and industries of Kentucky.
Course objectives	<ul style="list-style-type: none"> • Enables first-time workforce instructors to begin business and industry training activities. • Provides a matrix for gathering needed information, strategies and curriculum for business and industry training. • Defines differences between workplace and classroom training. • Develop a local level working document establishing the infrastructure and capabilities for workforce training.
Learning Activities	Computer/internet
Competencies Addressed	<p>WP Standards 1.7 Customizes and develops workplace education curriculum and lesson plans that facilitate transference from the classroom to the job.</p> <p>2.2 Delivers instruction on workplace essential skills.</p> <p>4.1 Performs in accordance with Workplace Code of Ethics</p> <p>5.6 Consults with workplace education project team.</p>
Prerequisites	KYAE 200
Dates, Time, and Location	Open enrollment
Cost	No cost to KYAE funded providers
PDU's	Professional Development Units based on: Investigate (1); Application & Evaluate (5); Dissemination (4); Demonstrate (5).
Facilitator or Trainer name(s)	KYAE Associates for Workforce Education
Contact Information	<p>Don Howerton Don.howerton@kctcs.edu • (270) 824-8582</p> <p>Billy Crabtree Billy.crabtree@kctcs.edu • (270) 901-1024</p>
Registration Information	<p>www.kyvae.org</p> <p>After September 1, go through PDtrack.</p>

WP301: Workforce Instructor Focus Sessions

Target Audience	Workforce Instructors; Workforce Instructor Supervisors
Specialty Track	Workforce Education
Description	Focus sessions are designed to extend the online workforce training through small group meetings on specific workplace topics. Task analysis, marketing workplace, developing assessments; developing contexted curricula; using computer based instruction such as WIN, PLATO, KYVU in connection with workplace projects.
Course objectives	<ul style="list-style-type: none"> • Increase workplace training opportunities • Develop roster of AE workforce instructors who disseminate their knowledge and practices • Describe “just-in-time” learning • Develops/enhances local workforce training infrastructure, capabilities, future goals, outcomes and relationships with business and industry.
Learning Activities	May use Case study; Demonstration; Dialog & Discussion; Group reflection; Panel presentation; Practice, review and evaluate; Simulation, Small group activities; video.
Competencies Addressed	<p>1.2 Develops and maintains an in-depth knowledge base in workplace practices</p> <p>2.12 Develops lesson plans that integrate instruction across content areas to maximize student learning.</p> <p>WP Standard 1.7 Customizes and develops workplace education curriculum and lesson plans that facilitate transference from the classroom to the job.</p> <p>WP Standard 3.1 Assesses skill level of learners based on workplace needs.</p>
Prerequisites	Must have completed WP 300
Dates, Time, and Location	TBA
Cost	No cost to KYAE funded providers
PDU	Professional Development Units based on: Investigate (1); Application & Evaluate (5); Dissemination (4); Demonstrate (5).
Facilitator or Trainer name(s)	KYAE Associates for Workforce Education
Contact Information	Associate, Workforce Education. See Directory for Associate.
Registration Information	<p>www.kyvae.org</p> <p>After September 1, go through PDtrack.</p>

SELF-DIRECTED ACTIVITIES

New this year in PD Track are *Self-Directed Activities*. These are the activities you choose beyond those events offered by KYAE and its partners. You can document via PDtrack your professional development activities such as developing curriculum, coaching, web quest, content for online course, publishing an article for a journal, completing a college course, presenting at a national conference or participating in a practitioner inquiry group.

All self-directed activities will enable you to earn PDUs that best match your personal goals AND your program improvement goals. In order for these activities to appear on your PD transcript, you will need to indicate this in your IPDP and get your supervisor approval via PDtrack.

The self-directed activities will need to have a course number. The following course numbers equate to the PDU categories, found on page 16.

Self-Directed PDU Category Codes

SDA 200 — Investigate

To document provide the following information in PDtrack

Name of the professional development activity.

Briefly describe the professional development activity.

If investigation occurred through review of professional literature, prepare and submit to Angel a four-page summary of the literature.

If investigation occurred through attendance at a training event, explain who led the activity and his or her qualifications.

How was the activity conducted?

What were the intended results for participating instructors?

What were the actual results of this investigation for you?

Will you implement what you learned? Why or why not?

What might have made the experience more valuable to you

SDA 300 — Disseminate

To document provide the following information in PDtrack

Name of the new practice or curriculum:

Describe how you shared a new instructional practice or curriculum with colleagues.

Describe how your colleagues will be supported in their own application efforts.

Attach a training outline, copies of handouts, a list of participants, and participant evaluations.

How would you improve your dissemination strategy in the future?

SDA 400 — Demonstrate Expertise

To document provide the following information in PDtrack

Name of the event, online course, or publication:

Describe how you demonstrated your expertise.

For an online course, attach the outline, KYAE endorsement, and information on participation.

For a publication, attach a copy.

SDA 500 — Apply and Evaluate

To document provide the following information in PDtrack

Name of the new practice or curriculum:

Describe the new practice or curriculum implemented.

How were you exposed to this new practice or curriculum?

Describe the target audience and why this implementation was appropriate.

Describe your method of evaluation and the results.

How would you improve the practice or curriculum?



VERIZON LITERACY CAMPUS

The following courses, developed by the National Center for Family Literacy and Proliteracy Worldwide, can be taken online for KYAE professional development credit. Go to <http://www.literacycampus.org> to take the courses. New courses are added periodically. Upon completion, a certificate will be e-mailed to you. Four courses can earn 1 PDU - Investigation.

Courses for Program Directors and Staff			
	Course Title:	Course Type:	Completion Time:
	<u>Connecting Families and Computers, Part II</u>	<u>Self-Paced</u>	30 Minutes
	<u>Family Literacy: The Intergenerational Approach to Learning</u>	<u>Self-Paced</u>	45 minutes
	<u>Take Action for Family Literacy</u>	<u>Self-Paced</u>	45 Minutes
	<u>Orientation to Verizon Literacy Campus for Program Staff</u>	<u>Self-Paced</u>	60 minutes
	<u>Making Evaluation Work for Your Program</u>	<u>Self-Paced</u>	30 minutes
NEW	<u>Principles of Adult Learning</u>	<u>Self-Paced</u>	90 minutes
	<u>Working With Adult Literacy Learners</u>	<u>Self-Paced</u>	45 minutes
	<u>Connecting Families and Computers, Part I</u>	<u>Self-Paced</u>	30 minutes
	<u>Succeeding as an Online Learner</u>	<u>Self-Paced</u>	30 minutes
	<u>Building Readers: A Guide for Child Care Providers</u>	<u>Self-Paced</u>	45 minutes
	<u>Volunteering in English Language Learner Literacy Classes</u>	<u>Self-Paced</u>	45 minutes
	<u>Volunteers Are Vital: Incorporating Volunteers Into Your Program's Future</u>	<u>Self-Paced</u>	45 minutes
	<u>Valuing Volunteers: Effective Methods of Retaining Today's Volunteers</u>	<u>Self-Paced</u>	45 minutes
	<u>Culture and English Language Learners</u>	<u>Self-Paced</u>	45 minutes

APPROVED CONFERENCES

Kentucky Conferences

Kentucky TESOL Fall Conference

September 9-10, 2005

Louisville, KY

<http://www.kytesol.org/conferences.htm>

2005 Kentucky Adult Education Conference

Adult Education-Absolutely Essential

September 19-21, 2005

Marriott Louisville Downtown, Louisville, KY

<http://adulthood.state.ky.us/>

**2005 Kentucky Association for Developmental Education
22nd Annual Conference**

Independence Through Developmental Education

November 4-5, 2005

Jefferson Community and Technical College

Kentucky Teaching and Learning Conference 2006

Pathways to Proficiency 06

March 9-11, 2006

Kentucky International Convention Center, Louisville, KY

<http://www.education.ky.gov/KTLC/default.htm>

20th Annual Early Childhood Summer Institute

June 12-14, 2006

Lexington Convention Center

National Conferences

**Correctional Education Association
60th International Conference**

Education Grows from the Heartland

July 10-13, 2005

<http://www.ceanational.org>

PLATO Learning Ed Tech Conference 2005

What Happens in Vegas...Can Help You Unlock Student

Potential After Vegas

Sept 12-14, 2005

The Mirage Hotel, Las Vegas, Nevada

<http://www.plato.com/community/edtech/index.asp>

ProLiteracy Worldwide's 2005 Annual Conference

October 26-29, 2005

Star Pass Marriott Resort and Spa, Tucson, Arizona

<http://www.proliteracy.org/conference>

National Conferences *(continued)*

2005 WIN/TLM Users Conference

November 6-8, 2005

Grand Hotel Marriott Resort, Golf Club and Spa, Point Clear, AL

Contact WIN for more information: 888-717-9461

**AAACE (American Association for Adult
and Continuing Education)**

Adult Education and Learning: Working for You

November 6-11, 2005

Hilton Pittsburgh, Pittsburgh, PA

<http://www.aaace.org/>

**TESOL (Teachers of English to Speakers
of other Languages)**

40th Annual Convention & Exhibit

Daring to Lead

March 15-19, 2006

Tampa Convention Center, Tampa Bay, FL

<http://www.tesol.org/tesol2006>

**Learning Disabilities Association of America
Annual Conference**

March 1-4, 2006

New Orleans, LA

<http://www.ldanatl.org/conference/index.asp>

15th Annual National Conference on Family Literacy

March 19-21, 2006

Louisville, KY

<http://www.famlit.org/Conference/index.cfm>

**COABE (Coalition on Adult Basic Education)
2006 Conference**

April 26-29, 2006

Houston, TX

<http://www.coabe.org/index.cfm?fuseaction=conferences>

International Reading Association 2006 Conference

April 30-May 4, 2006

Chicago, IL

<http://www.reading.org/association/meetings/annual.html>

9th Annual ACT National WorkKeys Conference

Planning underway for May 2006

<http://www.act.org/workkeys/conf/index.html>

**Check out the national adult education calendar
of events at:**

http://www.nifl.gov/cgi-bin/Calendar/calendar_world.cgi



FREQUENTLY ASKED QUESTIONS ABOUT KENTUCKY ADULT EDUCATION PROFESSIONAL DEVELOPMENT SYSTEM

Professional Development Requirements

NEW

Q. How many professional development units are required this year?

- A.**
- Full-time: Staff employed an average of 20 hours or more each week = **8 PDUs**
 - Part-time: Staff employed an average of 19.75 hours or less each week = **2 PDUs**
 - Less than 50 hours per year requires no PD.

NEW

Q. What is a PDU?

- A.** A professional development unit is the term given for the following categories:
- **Investigate** a new practice by attending a workshop, conference, pre-conference or review professional literature (1 PDU)
 - **Apply and Evaluate** knowledge and skills in the classroom or program that leads to improved student outcomes (5 PDUs)
 - **Disseminate** and share with colleagues a new instructional practice or present a session or workshop locally, regionally, or at a statewide conference (3 PDUs)
 - **Demonstrate expertise** by presenting at a national conference or having a report on your work published, for example (4 PDUs).

Q. I have a new instructor who teaches adult education only 3 hrs a week. Is he or she required to take orientation training?

- A.** Yes, *Orientation to Adult Education* (KYAE200) is required for all new instructors regardless of their teaching load. The online course must be completed within three months (one quarter) or the instructor's enrollment will be cancelled.

Q. I am a new instructor. What follow-up training do I need after I complete KYAE200?

- A.** If you're an instructor, the follow-up training is a two-part face-to-face workshop, *Orientation to Teaching Reading and Writing* and *Orientation to Teaching Math*. Program Directors need to take *Orientation to Program Management* Part I and Part II. These two workshops are replacing *Orientation to Instruction* and *Curriculum*.

Q. I have a new instructor who was hired in February. Can the PD requirements be pro-rated?

- A.** All newly hired instructors need to complete KYAE200 regardless of when they are hired. Then they need to take *Orientation to Teach Reading & Writing* and *Orientation to Teaching Math* as soon as they are offered.

Q. I have an instructor who teaches an EXCEL class. His contract is for 20 hrs per year. Is he required to take KYAE200?

- A.** Computer instructors with a teaching contract less than 75 hours each year are not required to have adult education training.

Q. What kind of training or activities count toward PDUs?

- A.** Any course or workshop listed in the PD Handbook, on www.kyvae.org and PDtrack, which are all endorsed by KYAE and count toward PD credit. Self-directed activities and college credit should be approved on a case-by-case basis by your local supervisor and the KYAE Professional Development administrator.

Q. I had to leave a workshop early. Will I earn PDUs?

- A.** Participants will not earn credit for partial completion.

Q. We are required to attend our local board of education in-service at the beginning of a new school year. Does this count toward PD?

- A.** An administrative meeting will not count toward PD credit. PD activities must affect teaching and learning.

NEW**Q. May I earn PD credit for taking a college course?**

A. You may earn PDUs if the course is related to your current position and will improve your skills as an adult educator. Notify the KYAE PD administrator upon successful completion of the course to have credit posted on PDtrack.

Q. My school district has a PD hour requirement. How do the new PDUs translate to hours?

A. We have listed the times for each workshop we offer. You will need to determine the hours you will receive.

Q. Why did you change from PD credit hours to PDUs?

A. KYAE has historically provided training for new instructors. As we move towards having higher skilled practitioners we want to focus on outcomes that bring about change for the instructor, the learner, and the program. Seat time does not give an indication of changes taking place. By moving away from seat time towards more outcome-based professional development, we hope that adult educators will find the new PD requirements more effective to their practice.

Q. Why does the state adult education conference only count for 1 PDU?

A. All investigate activities count for 1 PDU regardless of the hours out of your program. You may earn additional PDUs by attending the pre-conference and by doing additional activities with something you learned at the conference. KYAE is interested in practitioners gaining more in-depth knowledge that will affect teaching and learning.

PD Planning

Q. Do all staff need to complete an Individual Professional Development Plan?

A. Yes. According to adult education PD policy, all instructional and management staff need to complete and keep on file a professional development plan. This year, the IPDP may be completed online in PDtrack.

Q. How do I apply for PDUs for a non-KY Adult Education sponsored activity?

A. You will need to complete the online PD catalog form found on PDtrack. No requests will be accepted via email. If the activity meets the adult education criteria for PD, it will be approved for PDUs and will appear in the online catalog. The state PD administrator will approve or reject the request based on the criteria.

NEW**Q. Can we earn PDUs by attending a national conference?**

A. You can earn 1 PDU by attending only those national conferences listed in the PD Handbook. Attendance at approved national conferences can be supported with PD funds or performance incentive funds if proper documentation is kept on file.

PD Funding

Q. Can I use PD funds for a program planning retreat?

A. Only performance incentive funds or developmental funds may be used for staff planning retreats. Planning is considered an administrative function.

Q. Can I use PD funds to pay for a college course?

A. PD funds cannot be used for college tuition. The statewide professional organization, KAACE does provide scholarships to its members through an application process.

Q. What is our PD allocation for 2005-06?

A. This year PD funds will be the same amount that you received last year.

NEW**Q. May I use PD funds to attend other in-state conferences?**

A. Yes, you may use PD funds to pay the conference registration fee, travel expenses, and overnight accommodations as long as the state conference is listed in the PD Handbook (see page 99 for listing). Examples are: KYTESOL, KADE, KDE Teaching and Learning Conference, KCTCS Faculty Development Conference.

General Information

Q. Are family literacy instructors required to have a bachelor's degree?

- A.** The degree requirement for ABE instructors and instructor aides also applies to both full-time and part-time family literacy instructors, and program directors.

Q. Are instructor aides allowed to teach?

- A.** Yes, aides are allowed to teach as long as there is a degreed instructor onsite while the aide is providing instruction.

Q. I noticed in the handbook that you have *Tracks* listing course requirements. Am I required to take these courses?

- A.** Tracks are something new that we have added to the handbook. Taking the courses in the track are not required unless you are a new practitioner. If you are experienced the tracks serve as suggested courses you may want to take if you teach in a certain area. The tracks are based on the primary teaching assignments found in AERIN.

Q. I have multiple teaching assignments that change from year to year. How do I know what primary teaching assignment or track is appropriate for me?

- A.** Work with your supervisor to determine what track is most suited for you. The intent of the track system is to encourage the development of expertise within a specific area.

Q. How do I earn credit for a self-directed activity?

- A.** The number of units will depend on the extent to which you investigate, apply and evaluate, disseminate, and demonstrate expertise. That will be negotiated with your supervisor.

Online Courses

Q. In KYAE200 I've completed a lesson but I need a password to move on. What password do I use?

- A.** You don't need a password. There is a quiz at the end of each lesson. You must take the quiz and pass with a score of at least 80%. Once you pass the quiz, you will be able to go to the next lesson. This is to ensure you have mastered the particular topic.

Q. I completed all the assignments in LINK200. Why haven't I received the password to take the final quiz?

- A.** The instructor must check all of your assignments and course work. Once that is completed, the password will be sent to your e-mail address.

Q. If I've registered for a face-to-face training with an online component, am I automatically registered for the online portion on www.kyvae.org?

- A.** No. To register for the online portion of the training, go to www.kyvae.org and put the desired course into your EduCart.

Please submit further questions to Sandra.kestner@ky.gov

NCSALL STUDY CIRCLES: TRAINING AND TEACHING MATERIALS FOR PROMOTING EVIDENCE-BASED PRACTICE

The goal of the NCSALL Study Circles is to help adult education practitioners, in a small group setting, learn about research findings, theories and concepts from NCSALL's research and discuss how these can be applied to practice and policy in adult education. (NCSALL Study Circle Guide: Adult Multiple Intelligences , Parrella • J. Hofer with S. Bupp • S. Finn-Miller • N. Graves • P. Meador JANUARY 2004, page 1)

Research is presented in the form of reports, articles and presentations. Study circles are a way for practitioners to convert research findings into techniques and strategies by using the study circle format to read, discuss and use the research in a way that leads to improvement in practice. The steps for implementing a study circle are clearly explained in an article by Sandra Kestner in the special edition of PD Connection 2004. A copy of the article can be found on page 3 at this website. (http://adulthood.state.ky.us/PD_Newsletter_2004_Fall_Aug31.pdf)

PDF copies of the various NCSALL Study Guides can be found at <http://www.ncsall.net>, click on "publications" then click on "training materials."

**ALL MATERIALS ARE OR WILL BE AVAILABLE ON
NCSALL'S WEBSITE, FREE FOR DOWNLOADING:
<http://www.ncsall.net>**

Once a study circle has been selected for a PD Activity, registration is done on PDtrack using the course number SDA 200.

These materials are designed for teachers and professional development staff. Part of NCSALL's effort to link research and practice, they have been developed using findings emerging from NCSALL research. All materials have been piloted with adult students or teachers and revised on the basis of their feedback.

Training Materials

Training materials are guides for professional development activities, such as study circles, that help teachers develop their own knowledge and skills in a specific area.

Study circle guides are step-by-step guides, complete with handouts, readings and text for newsprints, for facilitating three- or four-session 9-10 hour study circles for between 8-12 practitioners. In the study circle, practitioners read the relevant research articles and reports, discuss what they mean and how relevant the findings are to learners with whom they work, and make plans for applying the findings to their classrooms and programs.

Study circle PLUS guides are step-by-step guides, complete with handouts, readings and text for newsprints, for facilitating five-session 15 hour study circles for between 8-12 practitioners. In the study circle, practitioners read the relevant research articles, review model lessons plans and try them out in their classrooms between sessions, and develop and share their own lesson plans.

The **mentor teacher group guide** is a step-by-step guide, complete with handouts, readings and text for newsprints, for facilitating a 20-hour four-session mentor teacher group for 5-6 practitioners. A Mentor Teacher Group is a combination of a Study Circle, where a group of practitioners come together to read articles and talk about theories and strategies on a particular topic, and mentoring, where an experienced teacher comes to each participant's classroom, observes her teaching, and provides feedback that helps the teacher apply those theories and strategies and learn from her own practice.

The **practitioner research training** guide is a step-by-step guide, complete with handouts, readings and text for newsprints, for facilitating a 4 _ day training for 8-12 practitioners. In the training, practitioners learn about the research on a particular topic (reading), learn about how to conduct practitioner research, and are supported to design and implement a practitioner research project in their own classroom and to write up and share the findings of their research.

Seminar guides are step-by-step guides, complete with handouts, PowerPoint slides and text for newsprints, for facilitating three- or four-session workshops for up to 30 practitioners or policy makers.

Adult Development Study Circle Guide (Available July 2005)

Adult Multiple Intelligences Mentor Teacher Group Guide

Adult Multiple Intelligences Study Circle Guide

Health Literacy Navigation Skills Study Circle Plus Guide (Available September 2005)

Health Literacy Chronic Disease Management Study Circle Plus Guide (Available December 2005)

Health Literacy Screening and Diagnosis Study Circle Plus Guide (Available December 2005)

Learner Persistence Study Circle Guide

Performance Accountability in Adult Basic Education

Research-Based Adult Reading Instruction Study Circle Guide (Available June 2005)

Research-Based Adult Reading Instruction Practitioner Research Training Guide (Available December 2005)

Rethinking Instruction and Participation for Adult Basic Education (Available August 2005)

Teaching and Learning in Authentic Context Study Circle Guide

Using Pair Work to Increase Student Interaction in Adult ESOL Classes (Available October 2005)

Teaching Materials

Teaching materials are guides for classroom activities that teachers can use to develop adult students' literacy skills and knowledge of particular content.

Creating Authentic Materials and Activities for the Adult Literacy Classroom Based on the findings of NCSALL's Literacy Practices of Adult Learners study, this book is an introduction to providing literacy instruction based upon the literacy needs and interests learners have outside of the classroom.

Beyond the GED: Making Conscious Choices about the GED and your Future

This guide for GED instructors offers a lesson plan and helps teachers develop as professionals. It also gives adult learners an opportunity to practice writing, use graphs, read charts, and analyze research findings on the economic impact of the GED.

Understanding What Reading is All About

This guide for adult basic education reading instructors offers lesson plans for helping lower-level adult readers understand what the reading process is, set goals for their own reading development, analyze their strengths and weaknesses in the four components, and discuss learning disabilities. (Available June 2005)

Policy Seminars and Materials

Establishing an Evidence-based Adult Education System Seminar Guide

The purpose of the three-hour seminar is to help practitioners, program directors, state staff, and other policymakers read and discuss NCSALL's proposal (contained in the paper) for creating an evidence-based system for our field and then to understand and judge the relevance of such a system to their work in adult basic education.

How Are We Doing? An Inquiry Guide for Adult Education Programs

This guide helps local adult education programs facilitate a systematic exploration of program performance.

Sourcebook on Research for Program Administrators

This guide is a growing resource for those who manage adult education programs. It includes descriptions of research and its implications and strategies for implementation. (Available December 2005)

KENTUCKY'S SYSTEM OF PROFESSIONAL DEVELOPMENT & THE PROFESSIONAL DEVELOPMENT PARTNERS

As a result of Senate Bill 1, Kentucky's adult educators are served by a professional development partnership that is guided by goals set by the Council on Postsecondary Education. Always aiming toward results for adult learners, the Council, the Adult Education Academy for Professional Development, the Kentucky Adult Educators Literacy Institute (KAELI), the Kentucky Institute for Family Literacy (KIFL) and Kentucky Virtual Adult Education assume responsibility for facilitating the acquisition of knowledge, skills, and behaviors needed by program staff if program participants are to be successful.

Guided by a single strategic plan for professional development, activities undertaken by each partner are based on Council goals, results from program evaluation, and on needs expressed by instructors and program managers who provide direct service to ABE or family literacy program participants.

Each partner works under the oversight of Kentucky Adult Education and is responsible for a clearly defined portion of this system, as follows:



Kentucky Adult Education (KYAE), Council on Postsecondary Education

KYAE will ensure that professional development opportunities are high quality, research-based and intensive enough to make significant improvement in the knowledge of adult educators. We will continue to provide training for new adult educators in the areas of adult learning, assessment, data collections and analysis, NRS, curriculum and instructional techniques, program management, learning disabilities, workforce education, and instructional technology.

Along with our instructor-led workshops, we will continue to offer online professional development courses that will allow instructors to learn at their own convenience. New courses are continually being added and are available through www.kyvae.org.

Contacts:

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Kentucky Adult Education, Council on Postsecondary Education
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Frankfort, KY 40601
(502) 573-5114, ext. 108
Sandra.Kestner@ky.gov



The Adult Education Academy for Professional Development (the Academy),

housed at Morehead State University, focuses on the professional development of local ABE program directors and English as a Second Language instructors.

The Leadership Institute gives program directors selected by KYAE the opportunity to learn and apply concepts of continuous program improvement, as outlined by the Baldrige framework associated with National Baldrige Award. Additionally, the Academy organizes professional development opportunities for new and veteran directors throughout the year. Information on the Leadership Institute and on English as Second Language workshops can be found on the KYAE professional development calendar.

Writes one participant in the Leadership Institute, “The work of the Academy and its efforts for providers are crucial to our ability to serve more learners and find the balance with quality and quantity, which we struggle with on a daily basis.”

Contacts:

Adult Education Academy for Professional Development
150 University BLVD, Box 968
Morehead State University
Morehead, KY 40351
General Inquiries: Phone (606)783-2026
Fax: (606) 783-9111

Connie Spencer-Ackerman, Director
(606) 783-9377
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Maurice White, Professional Development Specialist
(606) 783-9303
ma.white@moreheadstate.edu

Rebecca Nelson, Office Assistant
(606) 783-2026
r.nelson@moreheadstate.edu



Kentucky Adult Educators Literacy Institute (KAELI)

The mission of the Kentucky Adult Educators Literacy Institute is to design and deliver research based, innovative professional development in literacy that advances the knowledge and instructional practices of adult educators in Kentucky. KAELI educators are dedicated to adult learners attaining personal literacy goals in the workplace, family and community.

KAELI is a professional development initiative that provides an innovative, three- hour graduate/undergraduate course for adult educators in literacy, which is completed over a year. KAELI is a project of the Collaborative Center for Literacy Development (CCLD) which is housed in the College of Education, University of Kentucky. Senate Bill 1 directed CCLD in consultation with the Council on Postsecondary Education (CPE) and Kentucky Adult Education (KYAE) to provide professional development and research for adult educators.

The KAELI directors and instructors bring a wide range of skills and knowledge as well as a strong commitment to providing the best possible literacy professional development opportunity for Kentucky adult educators.

Contacts:

Toni-Ann Mills
CCLD Adult Education Director
101 Taylor Education Building
University of Kentucky
Lexington, KY 40506-0007

Phone (859) 257-6127
Fax (859) 257-2824
Email: tamill2@uky.edu
<http://www.kyvae.org/KAELI>



The Kentucky Institute for Family Literacy (KIFL) was launched in 2000 to expand and improve Kentucky's family literacy programs by providing professional development, technical assistance, curriculum resources, an awareness campaign and coordination among partner agencies. Housed at the National Center for Family Literacy, the Institute supports both KYAE-funded family literacy programs and federally-funded Even Start programs.

The Institute also maintains a Family Literacy Resource Center for all Kentucky literacy educators that can be accessed online. This 2,500-volume library is available to all Kentucky literacy instructors and program managers. The collection includes recent materials in adult literacy, children's reading, parenting, learning disabilities, working with families in poverty, grant writing and other topics. Many books include classroom activities for teachers of adult and children's reading.

The Family Literacy Resource Center collection can be searched online at www.famlit.org/kifl and books can be ordered online or by phone. Up to three books at a time will be mailed to literacy educators for a one-month period at no charge. The Family Literacy Resource Center, located at 325 West Main Street, Suite 300, in Louisville is open to the public from 9 a.m. – 4 p.m. on weekdays. For more information, call (502) 584-1133, ext. 185.

Contacts:

Kentucky Institute for Family Literacy
325 W. Main Street, Suite 300
Louisville, KY 40202-4237
Fax: (502) 584-0172
Web site: www.famlit.org/kifl

Cynthia L. Read, Director
Phone: (502) 584-1133, ext 184
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Kathy Y. Stovall-Robinson, Family Literacy Specialist
Phone: (502) 584-1133, ext 183
E-Mail: krobinson@famlit.org

Justin Keibler, Administrative Assistant
Phone: (502) 584-1133, ext 185
E-Mail: jkeibler@famlit.org

PROFESSIONAL DEVELOPMENT PRACTITIONER ADVISORY TEAM

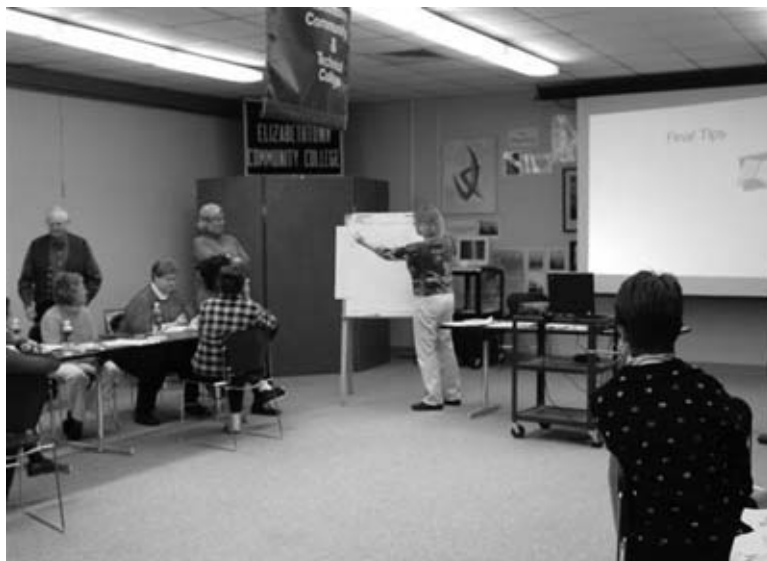
A professional development practitioner advisory team began meeting in 2003 – 04 to advise KYAE on professional development planning.

The PD Partners selected this 17-member team from practitioners across the state. The members represent every area of adult education including family literacy, ESL, workplace, instructors, directors, and KAACE. The team meets three times a year to offer suggestions and assist the PD partners (KIFL, KAELI, KYVAE and the Adult Education Academy) with practical ideas for professional development.

In addition, the PDPAT members are advocates for professional development and adult education program staff across the state. Please feel free to contact a member at any time with an idea or concern you would like them to convey to the rest of the team. Team members are:

Bill Bates	bill.bates@kentuckyvalley.org
Gayle Box	gayle.box@kentuckyvalley.org
Amy Cloud	Acloud@grant.k12.ky.us
Wayne Couvillion	couvillionw@bellsouth.net
Celeste Goodwin	cgoodwi3@jefferson.k12.ky.us
Anne Greenwell	agreenw1@jefferson.k12.ky.us
John Greenwell	jgreenw2@jefferson.k12.ky.us
Brenda Hill	brenda.hill@eku.edu
Sarah Hornback	shornback@larue.k12.ky.us
Nathan Hoskins	nathan.hoskins@kctcs.edu
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Shauna King Simms	shauna.king-simms@kctcs.edu
Vicki Pettus	vpopera@aol.com
Joey Quinton	Joey.Quinton@mail.state.ky.us
Jonell Tobin	j.tobin@moreheadstate.edu
Rocky Wallace	rwallace@kedc.coop.k12.ky.us
Pam Wilson	pamala.Wilson@kctcs.edu

For further information, contact Sandra Kestner at Sandra.Kestner@ky.gov.



KENTUCKY PROGRAM DIRECTOR STANDARDS

Almost every profession has standards that describe what is desired for members of that profession. Standards address knowledge, skills, abilities, and attitudes possessed by the most effective members of that profession.

In the interest of promoting good practice and delivering quality services to adult learners, a practitioner work group, made up of persons who function as both program managers and as instructors, met in December of 2001 to develop this set of standards and competencies.

The Program Director standards reflect broadly defined categories in which adult basic education managers generally perform. Within each of the categories, competencies that might be demonstrated by professional adult educators are listed. The second column, labeled “evidence of competence” lists possible examples of ways an adult educator might exhibit or show each competence. The third column, “documentation,” asks the educator or another assessor to record observable evidence that attests to the competency. Documentation might include certificates or transcripts filed in portfolios, lesson plans, a supervisor’s observations, interviews with learners or colleagues, program records, etc. Finally, the IPDP column is a place for the educator to briefly note what steps he or she will include in an individual professional development plan (IPDP) in order to build competency.

Leadership Skills

- 1.1 Models professional behavior and requires other staff members to act in a professional manner.
- 1.2 Demonstrates effective interpersonal and communication skills.
- 1.3 Provides for active involvement of all staff and stakeholders in decision-making processes.
- 1.4 Promotes the philosophy, goals and objectives of adult education at local, state and national levels.
- 1.5 Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- 1.6 Initiates and facilitates change for continuous program improvement and capacity building.

Instructional Leadership

- 2.1 Initiates and monitors the process of curriculum development and supports instructional strategies based on research in adult learning and development.
- 2.2 Conducts and analyzes various needs assessments to determine staff, learner and community needs.

Resource Management and Allocation

- 3.1 Applies for basic grant funding through a competitive RFP process.
Identifies and applies for additional funding and/or collaborates with other
- 3.2 Effectively develops, manages, and allocates the budget to support the program’s mission and goals and to foster continuous program improvement and accountability.

Human Resources Management

- 4.1 Recruits, hires, supports, evaluates, and terminates staff based on established criteria and due process.
- 4.2 Coordinates staff activities to ensure effective program operation.
- 4.3 Establishes and maintains an environment conducive to positive worker morale in a safe work situation.

Program Monitoring, Evaluating, and Reporting

- 5.1 Establishes clear procedures for collecting, documenting, and reporting data in a timely manner.
- 5.2 Monitors and evaluates the program and uses the data for continuous program improvement, professional development, capacity building, and accountability.

Professional Development and Practices

- 6.1 Plans, promotes, and participates in professional development to meet local, state, and national standards.
- 6.2 Provides professional development opportunities based on identified program and staff needs.

Community Collaboration and Building Program Capacity

- 7.1 Builds relationships and partnerships with various organizations to enhance the availability, quality, and delivery of services.
- 7.2 Advertises and promotes program services and availability to build program capacity.

ADULT EDUCATION INSTRUCTOR STANDARDS

I. Demonstrates Knowledge of Content

- I.1 Develops and maintains a knowledge base in adult learning and development.
- I.2 Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship).
- I.3 Knows how to instruct and/or refer adults who have learning disabilities and other special needs.
- I.4 Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members.
- I.5 Demonstrates knowledge, skills, and understanding of technology.
- I.6 Demonstrates effective communication skills including listening and speaking.

II. Plans, Designs, and Delivers Instruction

- 2.1 Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans.
- 2.2 Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction.
- 2.3 Provides opportunities for learners to use personal experiences as a context for applying knowledge.
- 2.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learners.
- 2.5 Engages learners in activities that require them to use critical thinking skills.
- 2.6 Encourages collaborative learning and respect among learners through sharing ideas, asking questions, responding to others' comments.
- 2.7 Integrates work, family, and community-related activities into instruction.
- 2.8 Effectively integrates current and appropriate media and technology as tools for instruction.
- 2.9 Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs.
- 2.10 Creates a physical and interpersonal climate that is conducive to learning.
- 2.11 Models communication, negotiation, decision-making and problem-solving skills for learners.
- 2.12 Develops lesson plans that integrate instruction across content areas to maximize student learning.

III. Assesses and Monitors Learning

- 3.1 Collaborates with learners to identify needs, strengths and goals, and advises or refers them to appropriate programs (and levels of instruction).
- 3.2 Administers appropriate standardized assessment instruments consistent with KYAE guidelines.
- 3.3 Interprets initial formal and informal assessment results with learner and develops appropriate education plan.
- 3.4 Uses formal and informal assessment data to monitor and document learner progress.
- 3.5 Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations.
- 3.6 Confers with supervisors, colleagues and other community resources if special assessment is required.
- 3.7 Manages learning activities in a technology-enhanced environment.

IV. Utilizes Community Resources

- 4.1 Establishes and builds working relationships with community agencies and institutions.
- 4.2 *Makes referrals to community agencies or postsecondary institutions as appropriate.
- 4.3 Uses community resources to expand teaching and learning.
- 4.4 Informs learners about community activities and encourages participation.
- 4.5 Uses media and technology to build student awareness of the community and world.

V. Demonstrates Professionalism

- 5.1 Performs in a professional manner according to the standards in the *Code of Ethics* (704 KAR 20:680)
- 5.2 Exhibits a positive attitude toward teaching as a vocation and values the well-being and achievement of each learner.
- 5.3 Assesses personal strengths and weaknesses as a basis for developing a professional growth plan.
- 5.4 Participates in relevant professional development activities to achieve professional goals and to enhance the quality of instruction.
- 5.5 *Contributes to the profession of adult education through self-directed study, research, and interaction with colleagues.
- 5.6 Uses technology resources to engage in ongoing professional development and lifelong learning.
- 5.7 Advocates literacy at the local and state level and explains the impact of under-education on employment and society.

VI. Manages Operations

- 6.1 Maintains knowledge of program regulations, policy, and procedures.
- 6.2 Collects and manages accurate data for program improvement and accountability.
- 6.3 Follows procedures and guidelines in planning, purchasing, and maintaining materials and equipment.
- 6.4 Participates in the recruitment, retention, and follow-up of learners.

VII. Implements Technology

The instructor uses technology to support teaching and learning; assess and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, learners, and the community; and conduct research.

- 7.1 Operates a computer and uses a variety of software.
- 7.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
- 7.3 Demonstrates knowledge of the use of technology in business, industry, and society.
- 7.4 Demonstrates basic knowledge of computer, printers and other peripheral parts and attends to simple connections and installations.
- 7.5 Uses the computer to do word processing, create spreadsheets, access electronic mail and the Internet, make presentations, and use web-delivered curriculum to enhance professional productivity and support instruction.
- 7.6 Designs lessons that use technology to address diverse learner needs and learning styles.
- 7.7 Practices equitable and legal use of computers and technology in professional activities.
- 7.8 Facilitates the lifelong learning of self and others through the use of technology.
- 7.9 Explores, uses, and evaluates technology resources, software, application, and relate documentation.
- 7.10 Applies research-based instructional practices that use computers and other technologies.
- 7.11 Uses computers and other technology for individual and small group learning activities.
- 7.12 Uses technology to support multiple assessments of learner outcomes.

KENTUCKY STANDARDS FOR WORKPLACE INSTRUCTORS

STANDARD I: DESIGNS/PLANS WORKPLACE INSTRUCTION

The workplace instructor designs/plans instruction that facilitates student learning and achievement based on workplace needs.

- I.1 Uses job/task analysis in planning instruction.
- I.2 Sets measurable project goals based on workplace needs.
- I.3 Incorporates multiple instructional strategies in program planning.
- I.4 Incorporates SCANS skills in the instructional process.
- I.5 Plans learning experiences that are interactive and relevant.
- I.6 Incorporates a variety of methods and materials that meet the needs of a diverse group.
- I.7 Customizes and develops workplace education curriculum and lesson plans that facilitate transference from the classroom to the job.
- I.8 Plans and prepares instruction for multi-level classroom.

STANDARD II: DELIVERS WORKPLACE INSTRUCTION

The workplace instructor demonstrates the ability to deliver workplace instruction.

- 2.1 Applies adult education principles and methods in the workplace classroom.
- 2.2 Delivers instruction on workplace essential skills.
- 2.3 Facilitates the transfer of learned skills from the classroom to the job.

STANDARD III: ASSESSES AND MONITORS WORKPLACE LEARNING

A workplace instructor demonstrates proficiency in assessing, documenting, and monitoring learner progress.

- 3.1 Assesses skill level of learners based on workplace needs.
- 3.2 Assesses learning styles.
- 3.3 Uses formal and informal assessment to continually monitor and document learner progress.
- 3.4 Assesses the effectiveness of instruction and modifies instruction based upon learner and employer needs.

STANDARD IV: DEMONSTRATES WORKPLACE PROFESSIONALISM**A workplace instructor demonstrates appropriate professional practices.**

- 4.1 Performs in accordance with *Workplace Code of Ethics*.
- 4.2 Participates in relevant professional development activities.
- 4.3 Communicates the benefits of workplace education.
- 4.4 Promotes the concept of lifelong learning.
- 4.5 Communicates an awareness of trends and issues affecting the workplace.

STANDARD V: MANAGES WORKPLACE PROJECT**A workplace instructor demonstrates proficiency in managing the workplace project.**

- 5.1 Learns workplace terminology and follows pertinent rules, regulations, policies, and procedures.
- 5.2 Adheres to workplace project goals and objectives and evaluates outcomes.
- 5.3 Collects, analyzes, maintains and reports accurate workplace project data to appropriate management.
- 5.4 Requests and maintains appropriate instructional materials.
- 5.6 Consults with workplace education project team.
- 5.7 Adapts to the changing needs of the workplace.

STANDARDS FOR WORKPLACE INSTRUCTORS

Glossary of Terms:

The following terms are used in the Standards for Workplace Instructors. It is hoped that by defining these terms, the standards will be more fully understood.

Workplace Education:

Learning programs for employees who need to upgrade their essential skills for work and community living.

Workplace Essential Skills:

The basic skills of reading, writing, mathematics, oral and interpersonal communication, critical thinking, problem solving, and computer assisted technology.

Workplace Project Team:

The workplace project team includes representatives from the workplace such as management, labor, employees, the instructor, and the DAEL training and development coordinator. The project team is responsible for planning and carrying out all the activities related to the workplace education initiative.

SCANS Skills:

Secretary's Commission on Achieving Necessary Skills are those skills which focus on generic tasks that workers will have to perform in most jobs. (see attached Summary of SCANS)

Learning Style:

The individual's characteristic ways of processing information, feeling and behaving in learning situations.

Desirable Skills for a workplace instructor:

- Flexible
- Ability to relate to workers
- Knowledgeable in essential skills
- Understands adult education principles.
- Ability to perform a job task analysis.
- Ability to customize curriculum and develop lesson plans.
- Strong interpersonal skills
- Effective communication skills
- Facilitates learning in a multi-level classroom.
- Counseling and guidance skills
- Adaptability to workplace culture.
- Ability to motivate learners.
- Assess learning needs and goals

